WORLD EDUCATION

USAID

BASELINE STUDY REPORT

OF THE "SUPPORT FOR QUALITY AND EQUITY IN EDUCATION" PROGRAM

January 2004

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ACRONYM LIST

- AE   *Academies d'Enseignement* (School District)
- AF   *Animateur/Formateur* (Facilitator/Trainer)
- AFD   *Agence Française de Développement* (French Development Agency)
- ANICT   *Agence Nationale d'Investissement des Collectivités Territoria*les (National Investment Agency)
- APC   *Agent de Participation Communautaire* (Community Participation Agent)
- BAC   *Baccalauréat*
- CAP   *Centre d'Animation Pédagogique* (Pedagogical Guidance Centre)
- CG   Community Groups
- CIDA   Canadian International Development Agency
- CO   Community Organizations
- DEF   *Diplôme d'Etudes Fondamentales* (9th grade diploma)
- DNSI   *Direction Nationale des Statistiques et de l'Information* (National Department of Statistics and Information)
- MNE   Ministry of National Education
- NGO   Non-Governmental Organization
- PA   Pedagogic Advisor
- PISE   *Plan d'Investissement Sectoriel en Education*
- PRODEC   *Programme Décennal de Développement de l'Education* (10-year
-       Education Plan)
- PSU   Planning and Statistics Unit
- PTA   Parent -Teacher Association
- SMC   School Management Committee
- STD   Sexually Transmitted Disease
- USA   United States of America
- USAID   United States Agency for International Development

ACKNOWLEDGEMENTS

We wish to extend thanks, first of all, to officials of the Planning and Statistics Unit (PSU) of the Ministry of National Education (MNE) who, through excellent collaboration, made it possible for us to obtain the information needed for the design and implementation of the Baseline Study. They provided us with the list of schools and the education system indicators that served as a basis for sampling.

Our thanks equally go to officials in the following services and bodies:

1. The National Department of Statistics and Data Processing (*Direction Nationale des Statistiques et de l'Informatique* - DNSI) for providing us with the formulae for calculating the official rates and coefficients used in the educational system;

2. Our partner USAID for providing invaluable assistance in the presentation of the data that was collected and processed;

3. City *Commune* for Rural and urban *communes* within the program's catchments area; thanks to our excellent collaboration, we were able to glean a substantial amount of quality information necessary for determining the degree of community involvement in the management of the school system;

4. School Districts (*Académies d'Enseignement* - AE and *Centre d'Animation Pédagogique* - CAPs) within the program's catchments area for their constant availability and cooperation during data collection;

5. School directors, teachers and pupils for their willingness and cooperation during data collection;

6. Parent-teacher associations (PTAs) and school management committees (SMCs) for their contributions and cooperation;

7. Non-governmental organizations (NGOs) and community groups (women, imams) which answered all our questions during the surveys.

The baseline survey of the "Support for Quality and Equity in Education" Program was conducted in a spirit of partnership, thanks to the excellent collaboration of all stakeholders involved in the management of the basic education system, namely:

- ♦ school authorities;
- ♦ donor partners, USAID;
- ♦ schools, school directors, teachers and pupils;
- ♦ parent-teacher associations;
- ♦ community organizations,
- ♦ *communes*, local elected representatives and their education boards.

I – Introduction

I.1 - Context

The "Support for Quality and Equity in Education" Program in Mali is the fruit of a partnership agreement between USAID and Mali's Ministry of National Education. At the launching of the program in November 2003, Her Excellency the Ambassador of the United States (USA) underscored "the exemplary nature of cooperation between the Malian and US governments, on the one hand, and with the civil society, on the other hand, in their effort to:

- provide better inservice training to teachers;
- design a better curriculum that is adapted to the needs of young Malian boys and girls;
- ensure greater community involvement in schools.

In her address during the launching ceremony, the USAID Representative defined the program within the Quality Component of the PISE/PRODEC. Knowledge of the context and overall objective of the program is a prerequisite to conducting the baseline survey in the field; it is crucial to all data collection operations. Therefore, we will start with a brief review of the context and global strategy of the program.

I.2 – Review of the overall program strategy

The overall strategy is multifaceted and applies to the following three components of the education program:

- teacher training;
- curriculum development; and
- community participation.

The global objective of the program can describe as follows:

Enhance the **quality of** education within the 105 target *communes*;
  ➢ **Strategy to promote quality:**
- Set up **"Communities of Learning"** comprised of schools, teachers, school directors and local communities where members can learn from each other, so that their efforts to enhance the quality of education provided to their children would be better coordinated, interactive and mutually beneficial;
- Reinforce the PRODEC (Ten-year Education Program);
  ➢ **Strategy to promote equity:**
- Promotion of the gender approach in the target schools so that both girls and boys can both benefit from the quality of education provided.

The Strategic Objective of the Program is: « To improve the quality of basic education for girls and boys in the target schools in order to enhance academic performance".

I.3 – Global Objective of the Baseline Survey

The aim of the baseline survey was to:

- Establish an inventory of schools in the 105 target *communes* before the start-up of program activities on the field;
- Study the characteristics of the education system in the program area with special focus on:
  * target *Commune* areas of the program;
  * center *d'Animation Pédagogique* (CAPs) in the zone; and
  * local community organizations (COs).

II – Methodology

To attain the above objectives, the following steps were followed:

1. – Define levels of investigation;
2. – Select the units in which the survey would be conducted;
3. – Develop and test data collection media;
4. – Design data collection methods;
5. – Train interviewers;
6. – Define the attitude and behavior of interviewers,
7. – Develop a survey organizational chart.

II.1 – Levels of investigation

In accordance with the strategic objective of the program, three levels of investigation were determined:

a – Level of local school authorities:

• *Centres d'Animation Pédagogique* (CAPs) are the basic local school authorities at this level; 21 CAPs cover the 105 target *communes* in the program zone.

b – School level:

The main actors at this level are:
• school directors;
• teachers;
• student groups; and
• individual students.

c – Community level:

The main community structures at this level are:
• communal authorities;
• school management committees (SMCs);
• parent-teacher associations (PTAs);
• partner NGOs in education;
• women's groups that support schools;
• imams and Koranic teachers.

II.2 – Units selected and surveyed

• All the 21 *Centres d'Animation Pédagogique*s covering the 105 target *communes* were selected for the baseline survey;

• A sample of 37 target *communes* random were chosen for the study. They represent 35% of the 105 target *communes*;

• A sample of 250 schools were random selected and represent 30% of schools;

• The SMCs, PTAs and other community groups that are direct partners of the schools selected (NGOs, women's groups, a few imams and Koranic teachers) were also surveyed.

II.3 – Design and testing of questionnaires

The following three major questionnaires were designed:

II.3.1 – CAP questionnaire

II.3.1.1 – Information for preparation of the CAP questionnaire

Information used to prepare the questionnaire used for data collection in CAPs included:
- ➢ the fundamental mission of the CAP;
- ➢ its composition and structure;
- ➢ the equipment and tools available to it;
- ➢ the location of the 21 CAPs in the program area; and
- ➢ the identification of the target *communes* of the program attached to each CAP.

II.3.1.2 – Structure of the CAP questionnaire

The CAP questionnaire has 84 questions that can be classified under four themes:

1. Questions relating to student promotion, repeating and dropout rates;
2. Questions relating to the number of community organizations involved in school management;
3. Questions relating to the number and category of schools per target *commune* area;
4. Questions relating to school forums, training and pedagogic follow-up.

II.3.1.3 – Testing of the CAP questionnaire

After the CAP questionnaire was prepared, it was tested in the Torokorobougou CAP; the interviewers conducted the survey as planned. The director and Pedagogic Advisers (PA) in the Center answered the various questions, critically analyzed the questionnaire and made suggestions to improve it.

II.3.1.4 – Amendment and validation of the CAP questionnaire

Following the comments, critiques and suggestions made during testing, a meeting of the entire survey team was convened to discuss feedback and revise the questionnaire. The result was a questionnaire more closely adapted to the field.

II.3.2 – School questionnaire

II.3.2.1 – Information for preparation of the schools questionnaire

The questionnaire was used for data collection in the sample of target schools. During its preparation, we obtained the following information from the SMC:

- ➢ number of schools per *commune* in 2001/2002 (most recent data available);
- ➢ list of schools according to type in each *commune* of the program;
- ➢ enrollment per class (from 1st to 6th grade) in each *commune*.

II.3.2.2 – Structure of the school questionnaire

The school questionnaire had 126 questions that can be classified as follows:

1. Questions relating to the geographical and administrative coordinates of the school;
2. Questions relating to curriculum testing and further training of teachers;
3. Questions relating to teachers, their academic level and their contracts;
4. Questions relating to the management/planning of schools;
5. Questions relating to the pedagogic follow-up of classes;
6. Questions relating to student promotion or dropout and the causes.

II.3.2.3 – Testing of the schools questionnaire:

After the school questionnaire was prepared, it was tested in the following schools:

➢ ATT Government School in Faladié ;
➢ *Cendrillon* Private School in Faladié;
➢ Medersa School in Sokoro;
➢ AECODA Community School in Daoudabougou.

The interviewers conducted the survey as planned. The school directors, teachers and some pupils answered the various questions and indicated which questions should be revised.

II.3.2.4 – Amendment and validation of the school questionnaire

After the testing, a meeting of the entire survey team was held in the meeting room of World Education to revise the questionnaire. The result was a more operational questionnaire with questions that were more adapted to the situation in the field.

II.3.3 – Community questionnaire

II.3.3.1 – Information for designing the community questionnaire

This questionnaire was used for collecting data from the partner communities of schools, namely: parent-teacher associations (PTAs), school management committees (SMCs), communal authorities and communal education boards, partner NGOs and groups that lend support to the school system.

During preparation of the questionnaire, information was collected on the following:

➢ *Commissions éducatives communales*, their missions and role;
➢ the new policy for setting up school management committees;
➢ parent-teacher associations (PTA).

II.3.3.2 – Structure of the community questionnaire

The community questionnaire is comprised of three main parts or sub-questionnaires:

1. Sub-questionnaire for *communes*: comprising 36 questions relating to the following areas:
   - ➢ Communal education boards, their membership and functioning;
   - ➢ education development plan of the commune and its implementation;
   - ➢ communal education forums; and
   - ➢ degree of communal involvement in the management of the educational system.

2. Sub–questionnaire for PTA/SMC: comprising 46 questions relating to the following areas:
   - ➢ composition of PTA/SMC executive boards;
   - ➢ action plan, budget, financing sources and achievements of PTA/SMC;
   - ➢ degree of involvement of PTA/SMC in the follow-up and management of schools.

II.3.3.3 – Testing of the community questionnaire

After the communities questionnaire was prepared, it was tested in Commune V of Bamako where we interviewed the Mayor, members of the commission educative and some PTA members.

The interviewers conducted the test as was planned.

The Mayor and members of the various Commune structures not only answered the different questions but also made criticisms and suggestions to improve on the questionnaire.

II.3.3.4 – Amendment and validation of the community questionnaire

Following the comments and suggestions made during the testing, a meeting of the entire survey team was convened to discuss results and revise components of the community questionnaire. This made it possible to adapt the questions to the realities on the field.

II.4 – Collection methods

After determining the units to be surveyed by level of investigation, the next stage was to define data collection methods.

II.4.1 –CAP Survey

The survey covered all the 21 CAPs managing the schools in the program's 105 *communes*. The list of CAPs to be surveyed is available (see Annex).

We did not do a sampling of CAPs for two reasons:
   - ➢ The number of field agents (24) used to conduct the survey is sufficient to cover all 21 CAPs;
   - ➢ In surveying all the CAPs in the program area, it is possible to obtain general information on the school system and especially on all the schools in the program's 105 *communes*.

II.4.1.1 – Qualitative data collection forms for CAPs

An interview notebook was given to each agent interviewing CAPs. During discussions with each CAP, the interviewer noted the following qualitative information:

⇒ Problems and difficulties raised by the director, inspectors and other members of the CAP;

⇒ The successes and achievements outlined by the above staff.

II.4.1.2 – Quantitative data collection forms for CAPs

A CAP **Questionnaire** was prepared, tested and validated.
(CAP questionnaire is available at World Education)

II.4.2 –Community Survey

The survey covered a sample of 37 *communes* representing 35% of the 105 target *communes* selected for the "Support for Quality and Equity in Education" Program.

II.4.2.1 – Sampling technique for *communes*

A random sample of *communes* was selected based on a school aggregate of each target *commune*. The total number of schools in each *commune* was used to determine the school aggregate. During the interviewers' training workshop, the sample *communes* were selected and assigned to regional teams.

The selection procedure went as follows:

- Selection was based on lists of the program's target *communes*;
- *Communes* of the same CAP were classified by collective school weight
- Random selection was done by each CAP;
- A global sample of 37 *communes* (to be surveyed) was thus obtained. The target *communes* surveyed are geographically distributed among all the administrative regions, *cercles*, AEs and CAPs in the program area.

II.4.2.2 - Community organizations surveyed in each sample *commune*

How was sampling of community organizations done?

The authorities and community organizations involved in the management of the educational system within each target *commune* were systematically surveyed. These are:

- school management committees (SMCs);
- parent-teacher associations (PTAs);
- local partner NGOs of the school; and
- *autorités communales* (mayors, members of the *Commission éducative*).

Each type of sample community organization was surveyed separately during a data collection session involving the main actors (members) of the organization. For example, during the interviewing of PTAs, only the PTA representatives in the sample *communes* met the interviewers to answer questions relating to their community organization.

II.4.2.3 – Qualitative data collection forms for communities

An interview notebook was given to each agent interviewing the communities. During discussions, the interviewer focused on the following qualitative information, which they noted:

⇒ Problems and difficulties raised by the partner community organizations of the school;
⇒ The successes of the school system as outlined by these community organizations;
⇒ Relevant relations and encounters between these community organizations and the school administration.

II.4.2.4 – Quantitative data collection forms for communities

A **community questionnaire** was prepared, tested and validated; each type of partner community organization of the school (SMC, PTA, communal authority, groups and NGOs) filled out the questionnaire.

II.4.3 – School survey

The survey covered 250 schools, representing approximately 30% of the schools in the 105 *communes*.

II.4.3.1 – Sampling technique for schools

Sampling was done according to the following criteria:

- ➢ Representative of sampling schools according to type (government, community, medersa or private);

- ➢ School size; determined through the number of classes that make up the school.

The list of sample schools was also established during the training workshop for interviewers and all the regional teams. Coordinators, community participation agents, inspectors and trainers were also involved in the selection of school samples.

The selection procedure went as follows:

- The selection was based on lists of schools from each *commune* in the program area;

- Schools within the same *commune* were classified according to type (community, government, private, medersa);

- Random selection was done according to specific criteria for each commune and school type;

- A global sample of 250 schools (to be surveyed) was thus obtained.

All categories of schools were represented in the sample in proportion to their actual number within the commune.

In terms of geographical distribution, the sample schools surveyed were selected from all administrative regions, all *Academies d'Enseignement* (AE) and all *Centres d'Animation Pédagogique (CAPs)* in the program area.

Nota Bene:

Private schools are not among the target schools of the program. They were included in the baseline survey for two reasons:

♦ To determine the real proportion of this category of schools within the basic education system of the program's target *communes*;

♦ To determine whether there are exchanges or synergy between them and the other types of schools with regard to further training for teachers and community participation.

II.4.3.2 – Persons interviewed within the sample school

- school directors;
- teachers;
- male and female students, exceptional students and students that have repeated.

Each type of actor or school organization was interviewed separately during the data collection phase. For example, in the survey of teachers, only the corps of teachers in the school met with the interviewers to answer questions relating to their domain.

II.4.3.3 – Qualitative data collection media for schools

An **interview notebook** was given to each agent surveying the schools. During discussions presenting the school, the survey agent had to focus on the following qualitative information they noted:

⇒ Problems and difficulties raised by the school director, teachers and students;
⇒ The successes of the school system as outlined by the above persons;
⇒ Relevant contacts and encounters between these persons and the school administration on the one hand, and with community organizations on the other.

II.4.3.4 – Quantitative data collection forms for schools

A **School questionnaire** was prepared, tested and validated.

II.5 – Training of interviewers

The training of the baseline interviewers for the « Support for Quality and Equity in Education » Program took place in 3 (three) phases:

II.5.1 – Definition of units, concepts and sensitization of interviewers

The training workshop started on October 15, 2003 in the head office of WORLD EDUCATION. The following persons were in attendance:

➢ the Monitoring and Evaluation Officer to facilitate technical discussions;
➢ the 6 coordinators from the program's intervention regions;
➢ the 17 facilitators-trainers, responsible for data collection (survey agents); and
➢ The 7 community participation agents, also involved in the survey.

The training started with a testing of participants' knowledge on socio-educational surveys, and the facilitator educated participants on the sensitivity of collecting data on the educational system and especially on the quality of basic education.

The training began with a ''test of participants knowledge about socio-educational studies''. In addition, a session to raise awareness about the delicate nature of collective information in the educational sector in particular, concerning the quality of basic education that was conducted. The collection of qualitative and quantitative data on basic education is a delicate operation because it entails gathering information from a sensitive social sector that involves several social actors: students, teachers, parents, the school administration, community organizations, etc. It is even more delicate when dealing with the **notion of quality** in basic education. This aspect concerns all educational approaches and all technical, pedagogical, institutional and organizational skills.

Considering the delicate nature of data collection operations in our domain of intervention, we equipped the interviewers in the field with a certain amount of information to enhance their approach, behavior and attitudes towards units being surveyed (schools, school administrations, community organizations).

Knowledge of the global objective of the program is crucial to the successful conduct of the baseline survey in the field; it is an absolute precondition for all operations relating to data collection and definition of indicators. To this end, the training started with a review of the global strategy and overall objective of the "Support for Quality and Equity in Education" Program.

The graps to be surveyed were defined and their composition presented in order to help participants identify them better. The following concepts and calculation formulas were also defined:
- enrollment rate;
- student-teacher ratio;
- student promotion rate;
- students repeating grade; and
- dropout rate;

II.5.2 – Sampling techniques and presentation of questionnaires

On October 16, 2003, the second day of the workshop, sampling and analysis of the data collection tools (questionnaires) were done.

II.5.3 – Testing and validation of questionnaires

All World Education regional teams were involved in the testing and revision of questionnaires.

II.6 – Attitude and behavior during data collection

II.6.1 – Approach and attitude during data collection

a) – Timely information for setting the survey date

The interviewers' arrival date for each survey arove (CAPs, schools and communities) was communicated in time to the officials and authorities of these structures by the regional coordinator of World Education.

b) – Presentation of survey objectives

- The interviewer visiting the CAP, *commune* or school is expected to introduce himself first of all to the officials of these structures;
- The interviewer ensures that he is actually in the right unit and talking to the right people;
- S/He explains the objectives of the survey to the officials and other members of the group being interviewed and explains the different phases before starting data collection (the questionnaire).

c) – Attitude and behavior to ensure good data collection

During the training of interviewers, the following advice and instructions were given:

- The interviewer should be polite and respectful in order to obtain correct and accurate information;

- He should not engage in any political discussion or criticize the administration;

- In filling out the questionnaire, he should ask questions and wait for the answers; he should not influence or put pressure on the persons interviewed;

- He should not be discouraged if the persons interviewed display any reticence or ill will.

II.7 – Data collection organizational chart
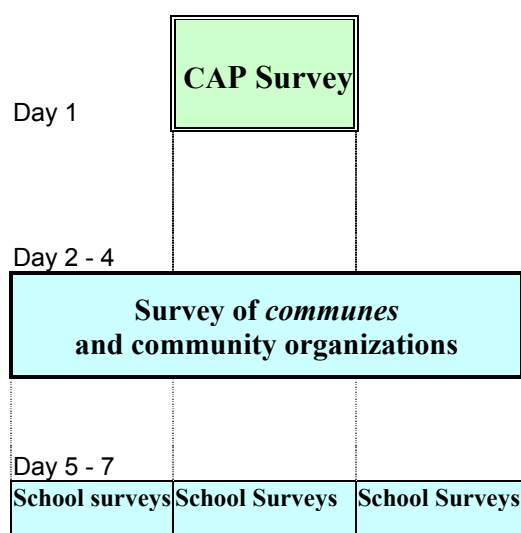
In accordance with the above chart, the surveys were conducted in three phases:

1. Day 1: all 21 *Centres d'Animation Pédagogique* (CAPs) were surveyed; all interviewers started with this activity;
2. Day 2 – 4: The *commune* and community surveys were conducted
3. Day 5 – 7: The school surveys were conducted.

The above data collection schedule made it possible to:

- Obtain coherent and relevant data;
- Ensure correct monitoring of the interviewers' activities by the coordinators responsible for supervision.

III – GENERAL OBSERVATIONS OF THE SCHOOL SYSTEM

III.1 – Distribution of schools according to type in the program area

From the 21 *Centres d'Animation Pédagogique* (CAPs), it was possible to classify the schools of the area according to type (government, community, private and medersa). This made it possible to determine the percentage of each category of schools within the whole area.

Figure 1 : Number of schools in the programme zone according to the 4 types :
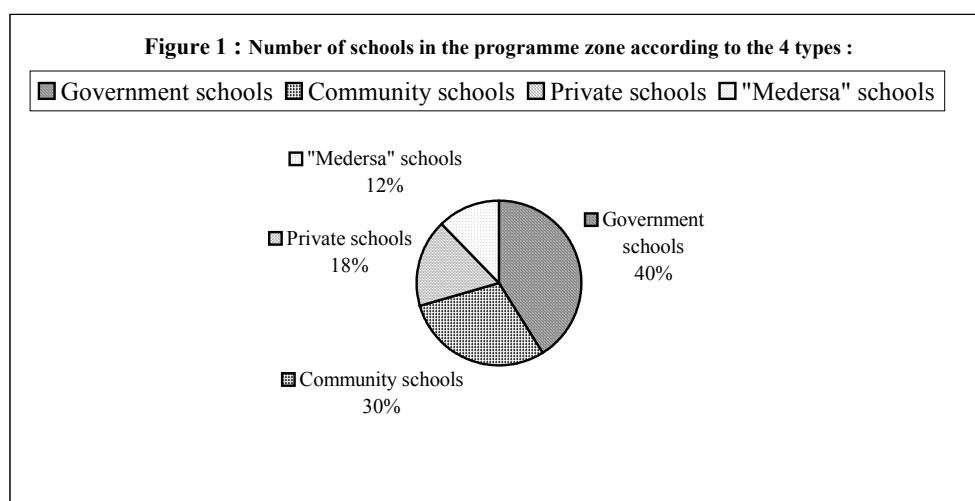
Table 1: Distribution of schools according to the 4 types in the zone of intervention:

Type of school	Number	%
Government schools	761	40%
Community schools	542	30%
Private schools	322	18%
Medersa schools	225	12%
Total	**1850**	**100%**

The program's zone of intervention is sufficiently covered by the four types of schools. Private schools are third in number (18% of schools).

Table 2: Distribution of schools according to the 3 types included in the program:

Type of school	Number	%
Government	761	50%
Community	542	35%
Medersa	225	15%
Total	1528	100%

The total number of schools targeted by the program is 1528. They constitute 83% of all the schools in the program area.

As illustrated in Figure 2 below, government schools constitute 50% of the schools targeted by the program.

Figure 2: % of schools per type included by the program

%
Government	50%
Community	35%
"Medersa"	15%
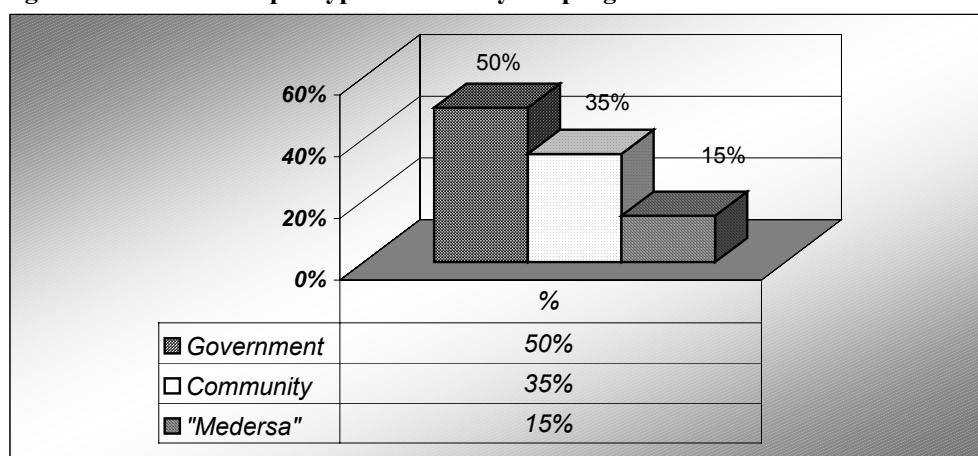
The grouping of these target schools into "communities of learning" is feasible, taking into account the weighting of each category.

III.2 – Number of schools testing the curriculum in the program area

Figure 3: Number of schools testing the curriculum

Number of schools
Schools testing the curriculum	20
Schools without the curriculum	1508
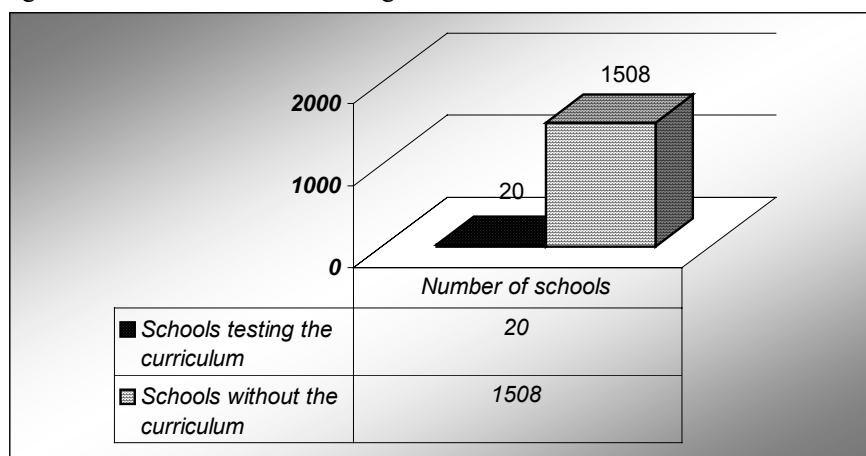
In the entire program area, only about twenty schools are testing the curriculum (1% of targeted schools).

A large number of *communes* in the program area are not testing the curriculum (Cf. Figure 4 below).

Figure 4 : % of *communes* in which the curriculum is not yet tested
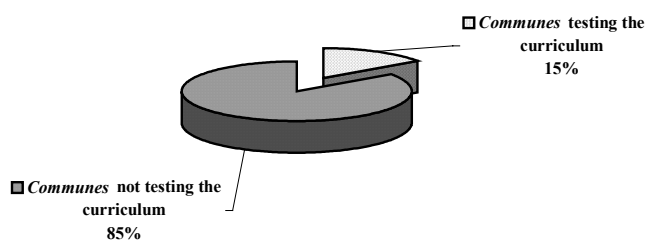
About 85% of the Program's target *communes* are not testing the curriculum.

III.3 – Number of classes in each school category

Table 3: Number of classes per type of school

Number of classes	Gov't schools	Private schools	Community schools	*Medersa* schools	Total
Schools with 2 Classes	4%	0%	13%	10%	8%
Schools with 3 Classes	13%	12%	72%	5%	30%
Schools with 4 Classes	4%	4%	7%	8%	5%
Schools with 5 Classes	3%	8%	4%	15%	6%
Schools with 6 Classes	51%	38%	4%	37%	33%
Schools + than 6 classes	25%	38%	0%	25%	18%
Total	100%	100%	100%	100%	100%

Figure 5: Number of classes per school type targeted by the program
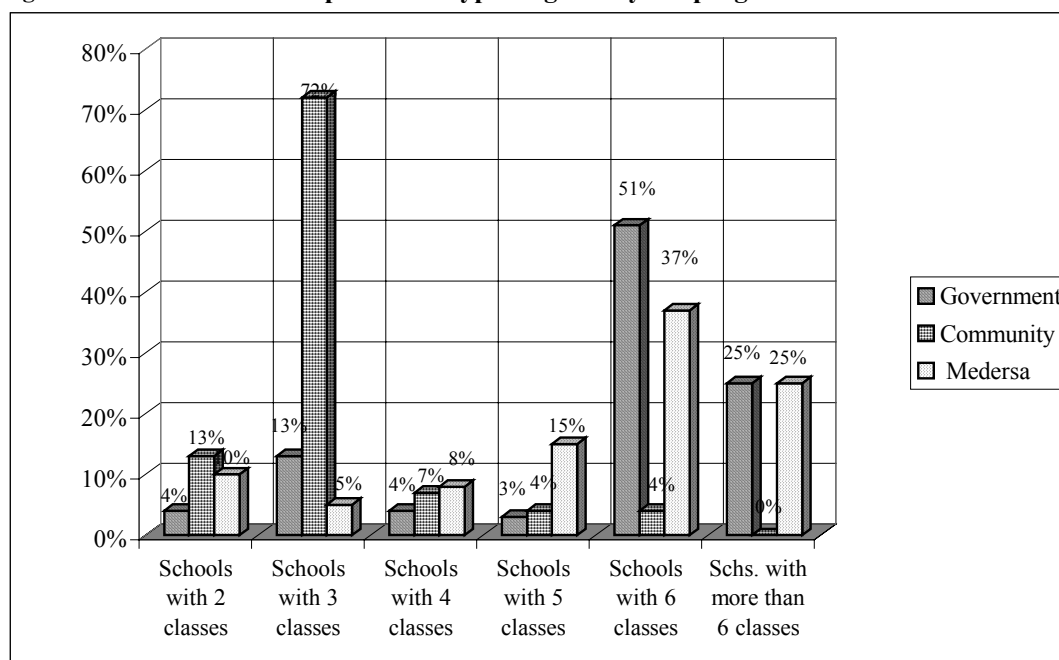
Three observations can be made:

- ➢ About 72 % of community schools have only 3 classes;
- ➢ About 75% of government schools have 6 or more classes;
- ➢ About 62% of *medersa* schools have 6 or more classes.

Community schools are therefore disadvantaged in terms of the number of classrooms. All partners in *communes* with a high proportion of this category of schools raised the problem of classroom shortage.

III.4 – Distribution of teachers in the various types of schools

Table 4: Distribution of teachers in the various types of schools

Teachers in the different types of schools	Number	%
Teachers in government schools	3894	49%
Teachers in community schools	1444	18%
Teachers in private schools	1358	17%
Teachers in *Medersa* schools	1331	17%
Total in the 105 target *communes*	8027	100%

Figure 6: % of teachers in the program's target schools

	%
■ Teachers in government schools	58%
□ Teachers in community schools	22%
■ Teachers in Medersa schools	20%
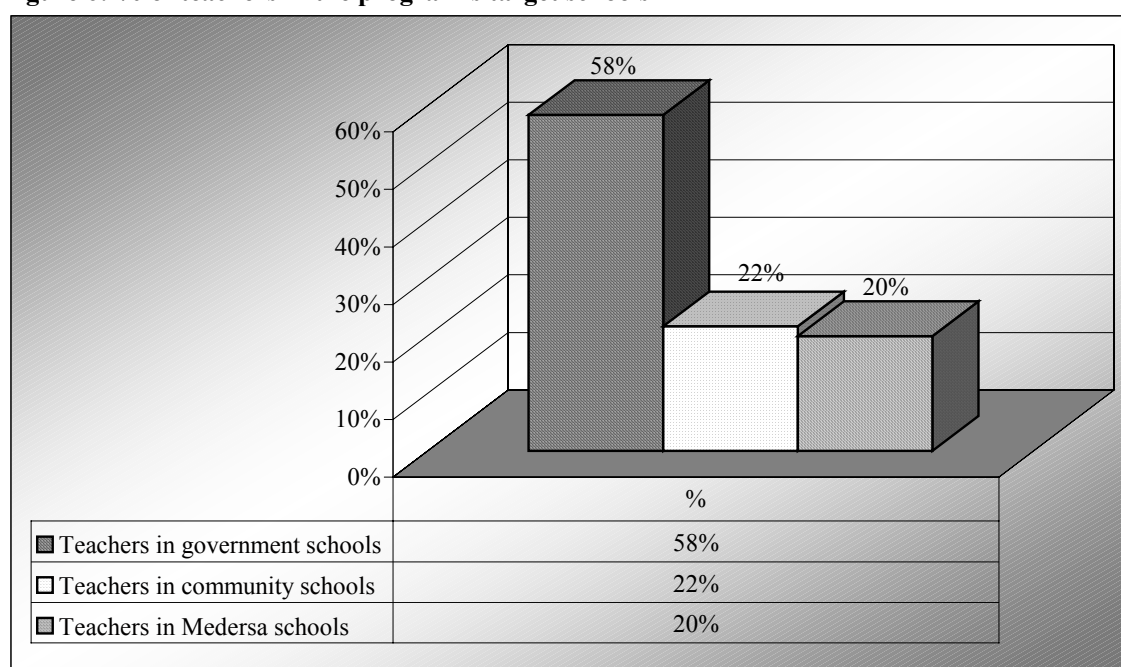
Three relevant observations can be made:

1. – Government schools which make up 50% of the program's target schools have 58% of teachers;
2. – Community schools which represent 35% of target schools have only 22% of teachers;
3. – *Medersa* schools, which make up 15% of target schools have 20% of teachers.

The above situation can be explained as follows:

➢ **For government schools:** the number of classes per school is highest. More than half of the government schools (51%) have six classes, meaning that there are 6 (six) teachers per government school, on average. Moreover, a quarter (25%) of these government schools have more than 6 classrooms per school. All these factors account for the large number of teachers in this category of schools.

➢ **For community schools:** about 72% of this category of schools has only 3 (three) classrooms, meaning that there are 3 (three) teachers per school on average. Community schools with 5 to 6 classrooms are rare (4%) and no community school has more that 6 (six) classrooms. These factors limit the number of teachers.

➢ **For *Medersa* schools:** although the number of this type of school is low, about 62% of *Medersas* have 6 or more classrooms. This explains the 20% of teachers they have.

As illustrated in Figure 7, the average number of teachers per school is low in community schools. In commune with a high number of this category of schools, community organizations indicated that shortage of teachers in a serious problem for their school system.

Figure 7: Average number of teachers per school by type of school targeted by the program

Number of teachers / Type of school	
▨ Teachers in gov't schools	5
☐ Teachers in community schools	3
▨ Teachers in Medersas	6
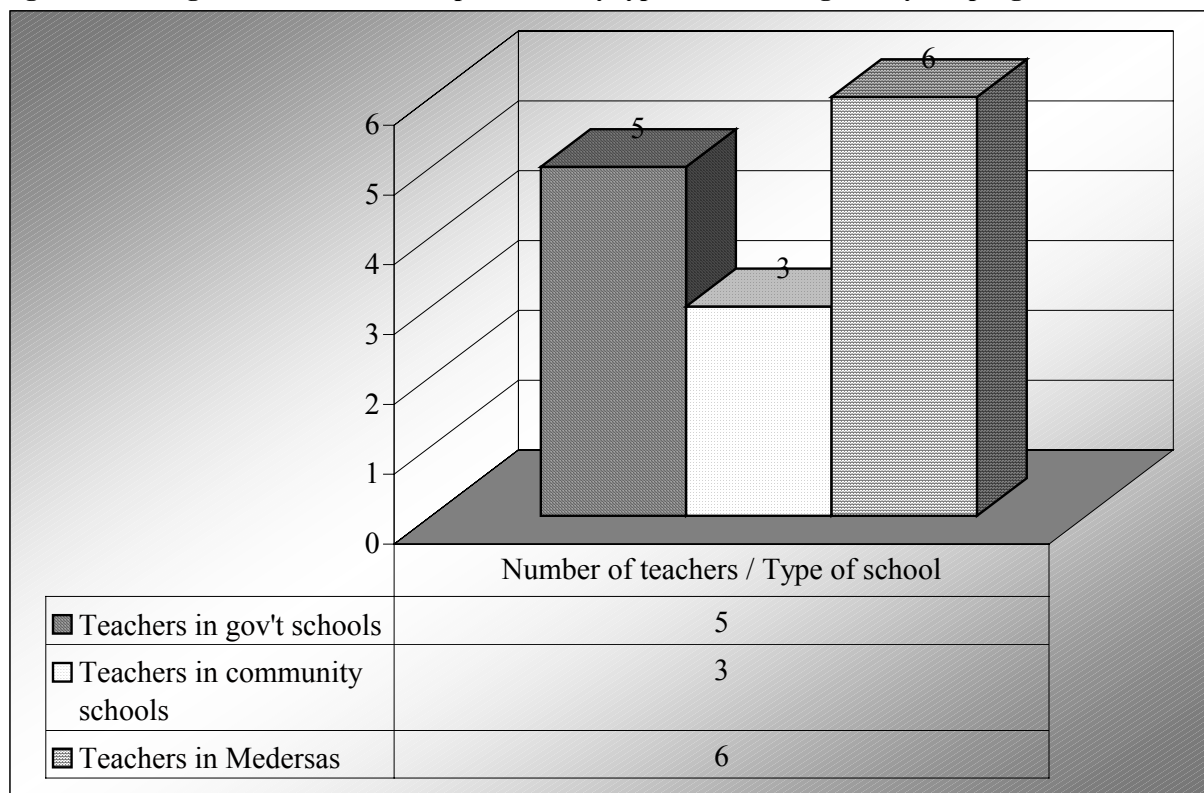
Despite their low number (15% of target schools), *Medersa* schools have a high teacher-pupil ratio (6 teachers per *Medersa*).

III.5 – Gender distribution of teachers

Table 5: Gender distribution of teachers

Teachers by gender	Number	%
Male teachers	5784	72%
Female teachers	2243	28%
Total number of teachers	8027	100%

Figure 8 : Gender distribution of teachers:
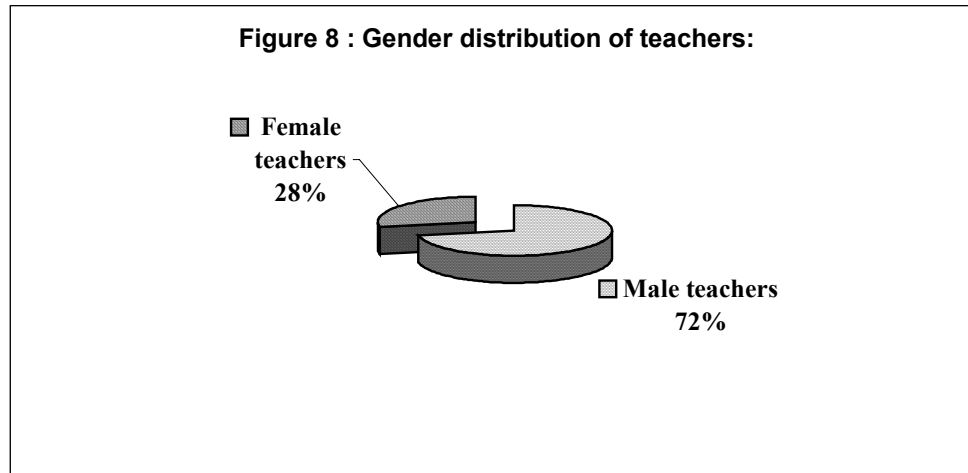
As shown in Table 5 and Figure 8 above, women represent a very small minority of teachers within the program area. Female teachers represent only 28% of the teachers in the area.

This is certainly due to recruitment difficulties and especially social mores and traditions that burden women and hamper their availability for the teaching profession. Concerns are that they are always absent or unavailable because of events like baptisms, marriages, funerals. More importantly they alone are responsible for all daily household chores.

III.6 – Distribution of teachers according to contract type and gender

Table 6: Distribution of teachers according to contract type and gender

Duration of contracts	Number			%		
	Male	Female	Total	Male	Female	Total
Teachers with permanent contracts	5004	556	5560	62%	8%	70%
Teachers with fixed-term contracts *(contractuels)*	780	1687	2467	10%	20%	30%
Total	5784	2243	8027	72%	28%	100%

There is a high proportion of teachers with fixed-term employment contracts *(contractuels)*; they represent about 30% of the entire teaching staff in the area.

Figure 9 : Distribution of teachers according to contract type and gender
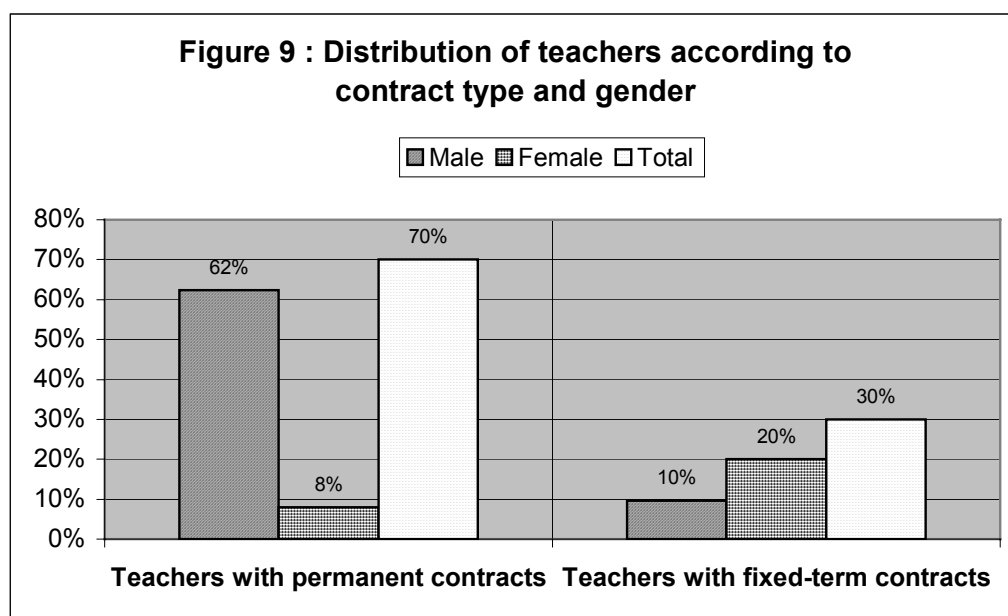
Two observations can be made:

♦ Men have the monopoly of permanent contracts. Out of the 5560 teachers with permanent contracts, men represent 62% while women represent 8%.

♦ Women dominate among teachers with fixed-term contracts. Out of the 2467 teachers with fixed-term contracts, there are 1678 women (68%) and 789 men (32%). Women have more difficulties in changing their status from contract teachers to permanent teachers.

III.7 – *Double Division* teachers and *Double Vacation* teachers

III.7.1 – *Double Division* teachers (teachers that teach one level class in the morning and a different level in the afternoon)

Table 7: Distribution of *Double Division* teachers

Double Division teachers	Number	% /Sch. type
Government schools	121	2%
Community schools	250	17%
Medersas	102	8%
Private schools	14	1%
Total	487	6%

About 6% of the teachers in the program area (487 teachers) are *Double Division* teachers; that is they teach two classes of different levels in the course of a day.

Figure 10 below shows that there are more *Double Division* teachers in community schools (17%) and *Medersas* (8%).

Figure 10: % of *Double Division* teachers in the various types of target schools
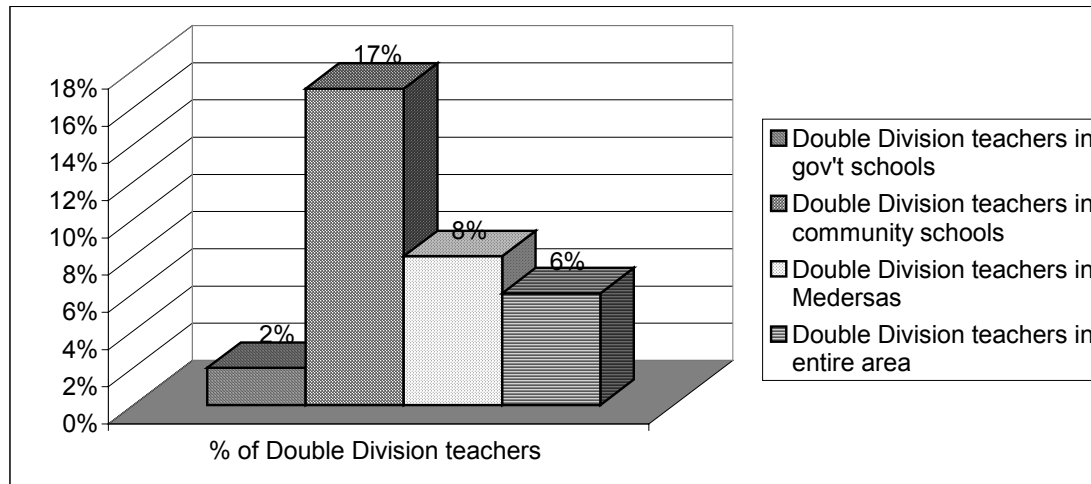
III.7.2 – *Double Vacation* teachers [Teachers that teach half of one class (one level)in the morning and the other half in the afternoon]

Table 8: Distribution of *Double Vacation* teachers

Double vacation teachers	Number	% / School type
Government schools	365	9%
Community schools	0	0%
Medersas	0	0%
Private schools	0	0%
Total	**365**	**5%**

Only government schools in the program area have *Double Vacation* teachers.

Figure 11: **Number of part-time *Double Vacation* teachers in government schools**
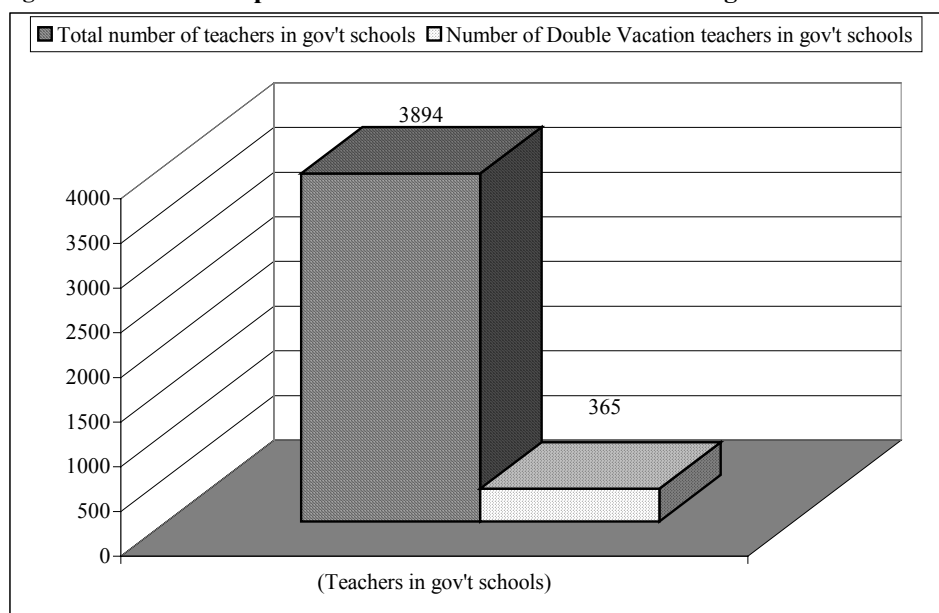
Of the 3894 teachers in government schools, 365 (9%) are *Double Vacation* teachers.

III.8 – Pupil-teacher ratio in the different types of schools:

Table 9: Student-teacher ratio per school type:

Number of pupils/Teacher	Government schools	Private schools	Community schools	*Medersa* Schools	Total
<50 pupils/teacher	28%	63%	67%	75%	**58%**
50 to 60 pupils/teacher	51%	33%	25%	22%	**33%**
60 to 70 pupils/teacher	16%	4%	5%	3%	**7%**
> 70 pupils/teacher	5%	0%	3%	0%	**2%**
Total	100%	100%	100%	100%	**100%**

- 58% of schools surveyed have less than 50 pupils per teacher;
- 33% of schools surveyed have an average ratio of 50 to 60 pupils per teacher;
- 7 % of schools surveyed have an average ratio of 60 to 70 pupils per teacher;
- 2 % of schools in the area have more than 70 pupils per teacher.

Figure 12: Students-teacher ratio in the three types of target schools
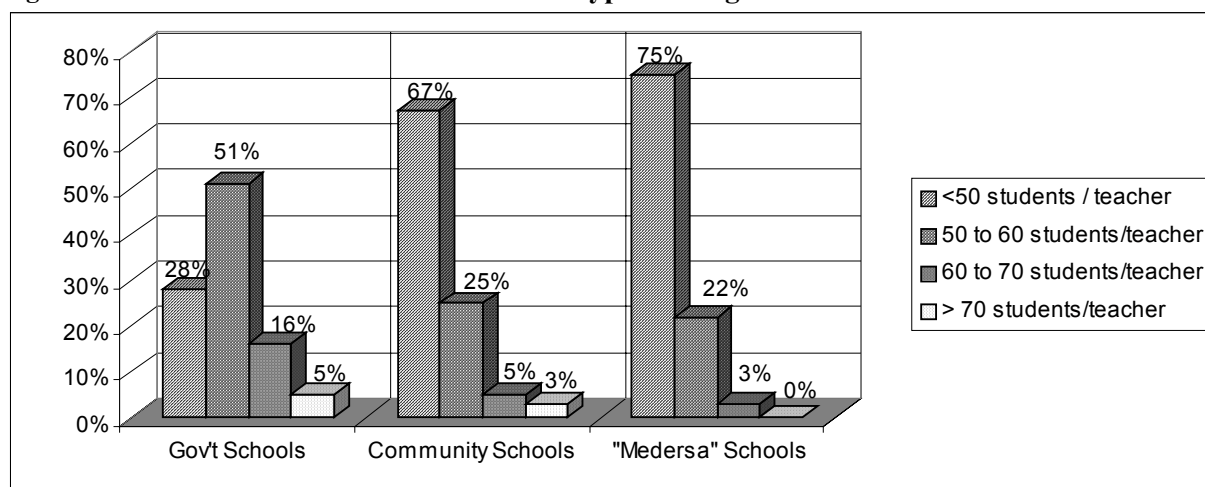
a) – The percentage of schools with a ratio of less than **50 students/teacher** are:
- ➢ 75% of *Medersa* schools;
- ➢ 67% of community schools; and
- ➢ 28% of government schools.

b) – The percentage of schools with a ratio of **50 to 60 students/teacher** are:
- ➢ 51% of government schools;
- ➢ 25% of community schools; and
- ➢ 22% of *Medersa* schools.

c) – The percentage of schools with a ratio of **60 to 70 students/teacher** are:
- ➢ 16% of government schools;
- ➢ 5% of community schools; and
- ➢ 3% of *Medersa* schools.

d) – The percentage of schools with a ratio of more than **70 students/teacher** are:
- ➢ 5% of government schools; and
- ➢ 3% of community schools.

III.8 – Teachers' educational levels in the program area

The study shows that the levels of education and academic training of teachers are very diversified. They range from the *Diplôme d'Etudes Fondamentales* Education Diploma (DEF-9th grade diploma) to Baccalaureate (BAC) + 4 years of further education and other specialties areas very technical training.

While some chose the profession of teacher by vocation or love of the profession, many acknowledged that first-cycle teaching was a solution to the prolonged unemployment they suffered after completing their technical or university studies. The experience gave them a taste for the profession and a love for teaching children.

Figure 13 : Educational levels of teachers
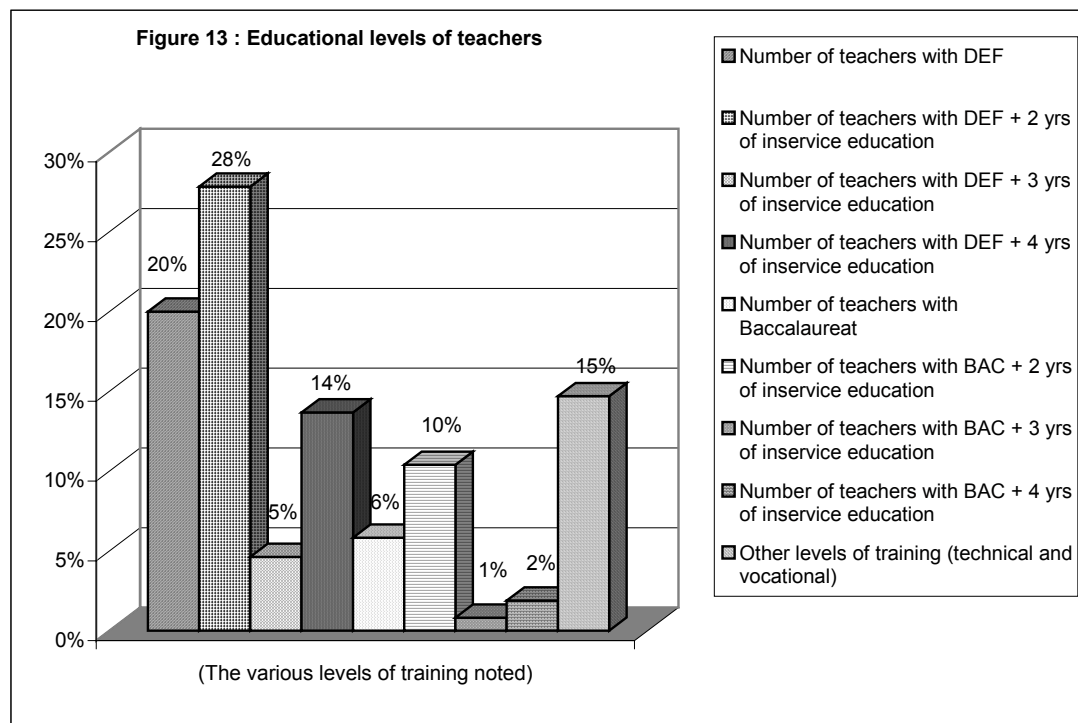
By classifying the teachers according to level of education and academic training, we arrived at the following observations:

- Teachers with DEF + 2 years further education are more numerous in the area and represent 28% of the teaching corps;
- Teachers with DEF come second and represent 20%;
- Teachers who underwent other technical and vocational training before joining the teaching corps come third (15%);
- Teachers with DEF + 4 years further education represent 14% of the teaching corps;
- Teachers with BAC + 2 years further education represent 10% of the teaching corps;
- Teachers with BAC represent 6% of the teaching corps;
- Teachers with DEF + 3 years further education represent 5% of the teaching corps;
- Teachers with BAC + 4 years further education represent 2% of the teaching corps;
- Teachers with BAC + 3 years further education represent 1% of the teaching corps;

III.9 – Teachers' educational levels by school type:

Table 10: Education levels of teachers per school type:

Level	Government	Private	Community	*Medersa*
DEF	12%	14%	38%	36%
DEF + 2	37%	25%	26%	10%
DEF + 3	7%	9%	8%	6%
DEF + 4	25%	20%	10%	6%
BAC	6%	5%	6%	19%
BAC + 2	9%	9%	2%	5%
BAC + 3	0%	2%	0%	3%
BAC + 4	0%	8%	1%	6%
Other levels	4%	8%	10%	9%
Total	100%	100%	101%	100%

We notice that *Medersas*, private schools and community schools recruit teachers with BAC + 4 years of university education.

III.10 – Percentage of teachers receiving inservice training:

Tableau 11: % of teachers receiving inservice training per school type:

	Government schools	Private schools	Community schools	*Medersa* schools	Total
Receiving inservice training	70%	60%	55%	40%	**56%**
Not receiving inservice training	30%	40%	45%	60%	**44%**
Total	**100%**	**100%**	**100%**	**100%**	**100%**

About 56% of teachers interviewed declared that they regularly received inservice training; and 44% of those interviewed declared that they did not receive inservice training.

Figure 14 : % of teachers receiving inservice training
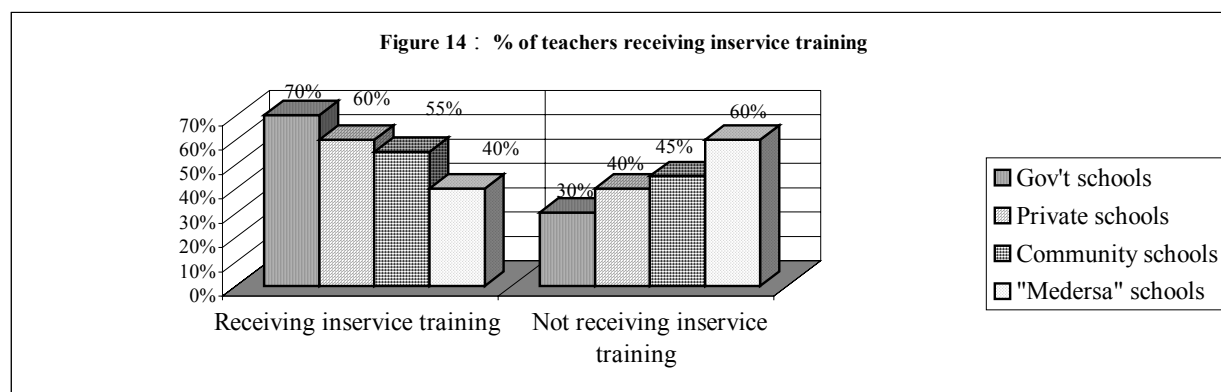
The most disadvantaged teachers come from:
- *Medersas* where 60% of teachers have not received inservice training;
- Community schools where 45% of teachers have not received inservice training.

III.11 – Most cited inservice training modules

The teachers of the 250 schools surveyed cited the following modules:

Table 12: Most cited training modules

Modules	Number of responses	% of responses
Pedagogy	1120	56%
Planning/Management	360	18%
HIV/AIDS control	240	12%
Hygiene/school health	200	10%
Alphabet of national languages	40	2%
School sports	40	2%
Total number of responses	**2000**	**100%**

During the survey, we identified the organizations and institutions that fund inservice training:

Table 13: Most cited funding bodies per school type

Funding bodies	% of responses given per school type:		
	Gov't schools	Community schools	*Medersas*
Ministry of National Education	75%	30%	22%
NGOs (international et local)	23%	30%	25%
PTA/SMC	0%	25%	41%
Development agencies	2%	5%	10%
Communal budget	0%	10%	2%
Total number of responses	**100%**	**100%**	**100%**

Figure 15: Entities that fund inservice training
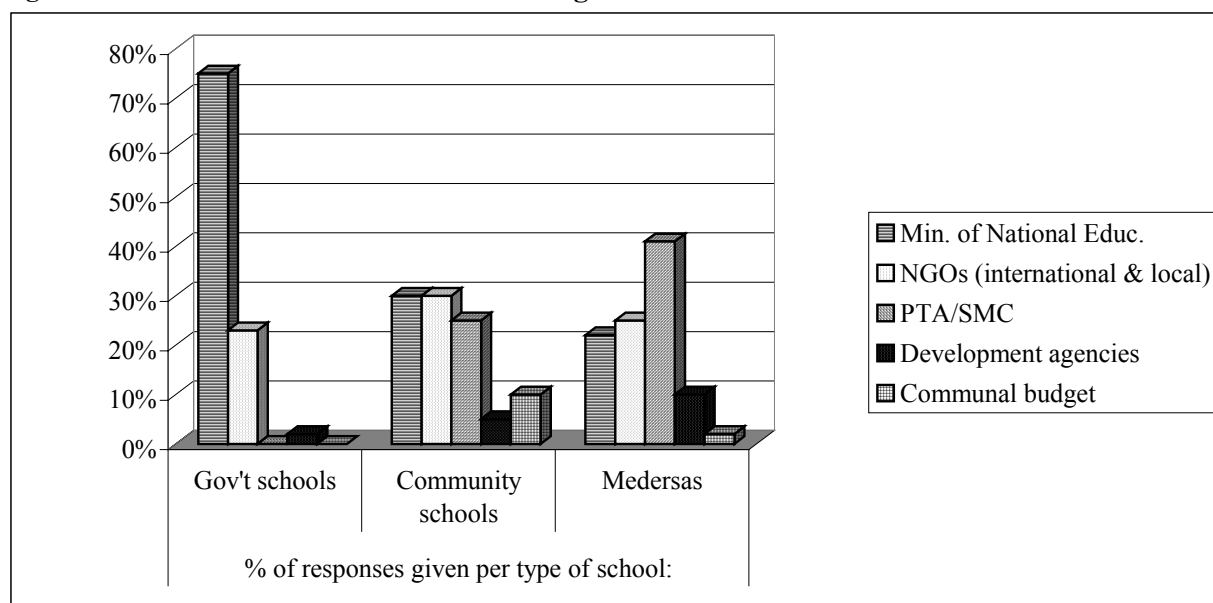
IV – SOME RELEVANT SCHOOL RESULTS

IV.1 – Promotion rate of pupils from 6th to 7th grade

Table 14: Promotion rates (from 6th to 7th grade)

Promotion rate	Gov't schools	Private schools	Community schools	*Medersas*	Total
Rate <70%	52%	15%	74%	30%	**48%**
Rate > 70%	48%	85%	26%	70%	**52%**
Total	**100%**	**100%**	**100%**	**100%**	**100%**

About 52% of schools surveyed have a pupil promotion rate (from 6th to 7th grade) that exceeds 70%.

Figure 16 : Promotion rate from 6th to 7th grade
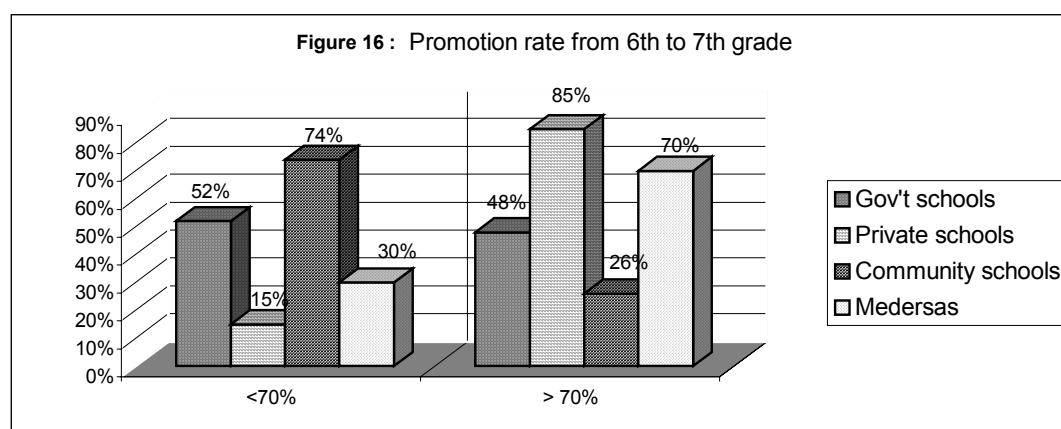
It can be observed that:
85% of private schools have a promotion rate that exceeds 70%;
70% of *Medersas* have a promotion rate that exceeds 70%;
48% of government schools have a promotion rate that exceeds 70%; and
26 % of community schools have a promotion rate that exceeds 70%.

IV.2 – Promotion rate of girl pupils from 6th to 7th grade

Table 15: Female promotion rate (from 6th to 7th grade)

Promotion rate	Government schools	Private schools	Community schools	*Medersa* schools	Total
< 60%	**62%**	**10%**	**88%**	**46%**	**58%**
> 60%	**38%**	**90%**	**12%**	**54%**	**42%**
Total	**100%**	**100%**	**100%**	**100%**	**100%**

The schools most favorable for the promotion of female students are:

➢ Private schools, 90% of which have a female promotion rate that exceeds 60%;
➢ *Medersa* schools, 54% of which have a female promotion rate that exceeds 60%.

It can be observed that 88% of community schools and 62% of government schools have promotion rate for girls that is below 60%.

IV.3 – Drop-out rate in the different categories of schools

Table 16: Drop-out rate per type of school:

Drop-out rate	Gov't schools	Private schools	Community schools	*Medersa* schools	Total
< 6%	57%	83%	31%	16%	**50%**
6% - 12%	20%	0%	23%	16%	**20%**
>12 %	23%	17%	46%	68%	**30%**
Total	100%	100%	100%	100%	**100%**

In general, half of the schools surveyed (50%) have a dropout rate that is below 6%; however there are still 30% of the schools with a dropout rate above 12%.

Figure 17: Drop-out rate in the different schools
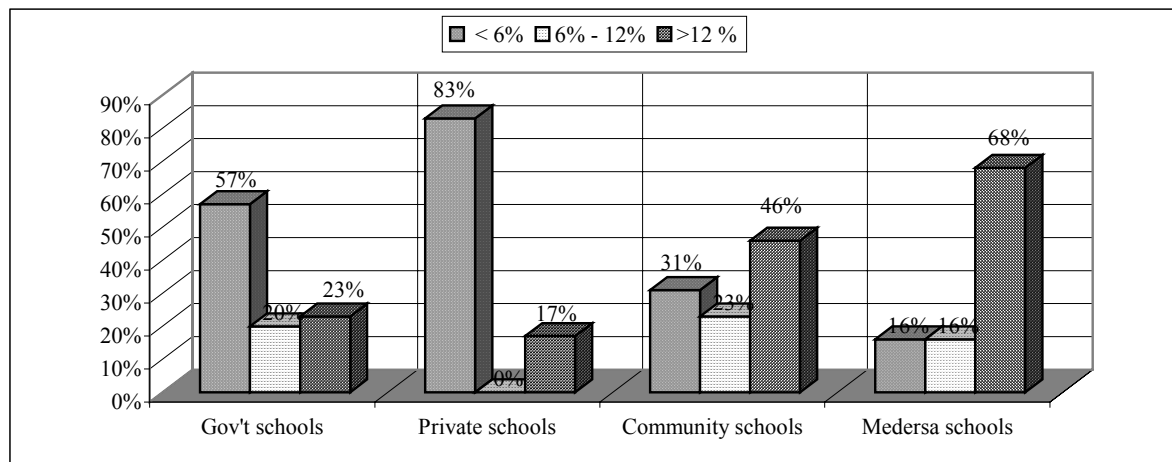
a) The drop-out rate is higher in *Medersas*, with 68% having rates that exceed 12%; and in community schools, 46% having rates that exceed 12%.

b) The dropout rate is lower in government schools, 57% having rates that are below 6%.

Figure 18: Drop-out rate for girls in the different schools

	Gov't schools	Com'nity schools	Medersa schools	Total
< 6%	10%	6%	3%	6%
6 - 12%	15%	18%	11%	15%
> 12%	75%	76%	86%	79%
Total	100%	100%	100%	100%
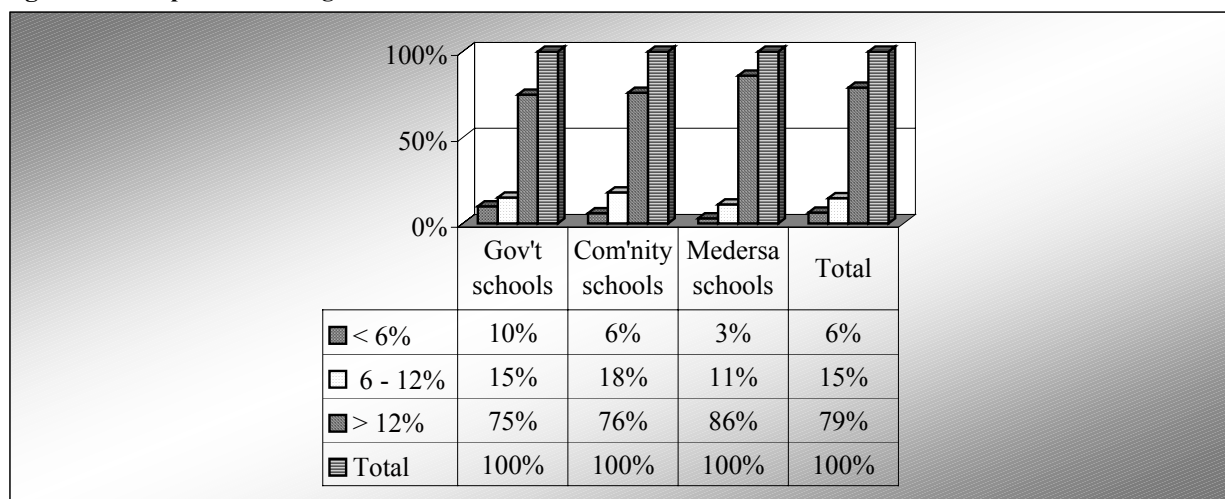
Many of the schools in each category have a female dropout rate that is above 12%.

V – MAIN CONCERNS OF PARTNERS

The following pages present the major concerns of stakeholders in the basic education system and identify relevant school problems.

V.1 – At the level of basic school authorities (CAPs)

During the survey, officials in the *Centre d'Animation Pédagogique* (CAPs), talking about their needs and concerns, cited aspects of the educational system that needed improvement before it could attain the required level of education quality:

Table 17 below, sums up these aspects and presents the solutions proposed for their improvement.

Table 17: **Aspects needing improvement and solutions proposed by the CAPs**

Aspects needing improvement	Proposed solutions	% of CAPs that provided these answers
Monitoring by pedagogic advisers	* Development of a field monitoring system *suivi de proximité* by providing transport means to officials in charge of the pedagogic monitoring of schools;	90%
Teacher performance	1. Exchange and training forums that bring teachers together;	85 %
	2. Drafting of a field pedagogic monitoring plan;	80 %
	3. Further pedagogic training of teachers;	75 %
	4. Periodic pedagogic conferences;	35 %
	5. Improvement of working conditions for teachers;	30 %
School management capacity	1. Training of school directors and officials of SMCs and PTAs in management/planning;	75 %
	2. Involvement of all partners in school management.	70 %
Development of the gender approach in classes	1. Introduce the gender approach in the curriculum;	65 %
	2. Encourage the education of the girl child;	70 %
	3. Motivate female pupils who succeed in class.	70 %
Curriculum improvement	1. Awareness raising and training of teachers;	60 %
	2. Introduction of the following subjects in the curriculum: Science-Math–Technology (SMT), health (HIV/AIDS), Malaria, Hygiene), Gender	65 %

The *Centre d'Animation Pédagogique* (CAPs) wish to see improvements in the following domains and areas:

♦ Pedagogic monitoring of schools: on this subject, officials expressed the wish to have transport means and complained about the remoteness of certain schools;
♦ Teacher performance that can be improved by organizing exchange forums, training courses and pedagogic conferences to bring teachers together;
♦ Improvement of the management, planning and evaluation of schools through the training of school directors, school management committees and parent-teacher associations and the involvement of all community partners in school management;
♦ Development of the gender approach in class by including it in the curriculum, and by encouraging and motivating female pupils;
♦ Curriculum improvement through awareness raising and inservice training of teachers and the inclusion of subjects like sexually transmitted diseases (STD), health and gender.

V.2 – At the level of schools

The survey conducted in the schools revealed a certain number of relevant problems that are presented in Table 2 below:

Table 18: Identification **of the problems of schools in the study area**

Type of problems	% of units affected	Comments
1 – Lack of school improvement plans	75 % of schools function without an annual improvement plan	
2 – Many teachers do not receive adapted inservice training	43 % of teachers do not receive inservice training that is adapted to their needs.	Teachers in community schools and *Medersas*, as well as contract teachers are most concerned.
3 – Few or no pedagogic follow-up visits for a great number of schools.	50 % of schools feel that pedagogic follow-up visits are not frequent within the year	The main difficulty raised is the lack of transport means to cover long distances.
4 – No group of schools organizes pedagogic exchange forums for teachers.	All the schools surveyed (100%) admit that they do not organize pedagogic exchange visits with others.	School groups exist in urban centers but the ties between them are solely administrative.
5 – Curriculum schools are very few in the area.	21 schools in the area are testing the curriculum.	
6 – No monotoring follow-up system for many children with scolastic problems	70 % of children with scolastic problems are not monitored to help to overcome their difficulties.	Some cases are monitored at the request of school directors or teachers.
7 – Little involvement of community organizations in the analysis of school results	80 % of executive members of PTAs and SMCs feel that they are minimally involved in the analysis of school results	Their low level of education is the main obstacle.
8 – High school dropout rate is due to socio-economic factors that are beyond the control of pupils.	25 % of drop-out cases result from the non-payment of school fees by parents;	
	30 % of drop-out cases result from early marriages and the burdening of children with household chores;	
	20 % of drop-out cases are due to illness	

The problems thus identified in the schools surveyed confirm the main concerns raised by basic education authorities (CAPs) – namely:

➢ improvement of the field pedagogic monitoring system in schools;
➢ improvement of teacher performance through inservice training;
➢ improvement of the curriculum through awareness raising and training of teachers;
➢ grouping school teachers in pedagogic exchange forums;
➢ involvement of parents and community partners in school management;
➢ improvement of school management and planning through the training of school directors and school management committees.

V.3 – At the level of *communal* authorities

V.3.1 – Setting up the *commission éducative communale*

For a c*ommune* to be closely involved in the management of the educational system, it must have a *commission éducative* as a structure that is well situated within the organizational setup of the c*ommune*. During the survey of *communal* authorities, we started by verifying the existence, composition and functioning of the *commission éducative*. The following responses were obtained.

Table 19: **% of *communes* with a *Commission educative***

Situation of *communes*	%
Communes with a *Commission éducative*	74
Communes without a *Commission éducative*	26
Total	100

There are still many *communes* without a *Commission éducative* and they are generally located in rural areas.

V.3.2 – Status of members of existing *Commissions éducatives*

Table 20: **Membership of *Commissions éducatives* communales**

Composition of *Commissions éducatives*	Number	Average per commission
Members of *Commissions éducatives*	177	6
Female members of *Commissions éducatives*	29	< 1
Trained members of *Commissions éducatives*	29	< 1

The number of members of the *commissions éducatives* varies from 3 to 11; extremely few *commissions* have a female member; and more than 95 % of the existing *commissions éducatives* have members who are not trained in the management and planning of the education system. This situation has a negative impact on the functioning of these entities.

V.3.3 – Preparation of an education plan by *commune*s:

Table 21: **% of *communes* with an education plan:**

Situation of *commune*s	%
*Commune*s with an education development plan	70
*Commune*s without an education development plan	30
Total	**100**

The percentage of *communes* without an education development plans remains high.

Figure 19 below, reveals the correlation between the existence of a *commission éducative* and the drafting of an education development plan.

Figure 19: Correlation between the existence of a *Commission éducative* and the preparation of an education development plan

	Communes with a commission	Communes without a commission	Total
▨ communes with a plan	55%	16%	70%
☐ Communes without a plan	18%	11%	30%
▨ Total	74%	26%	100%
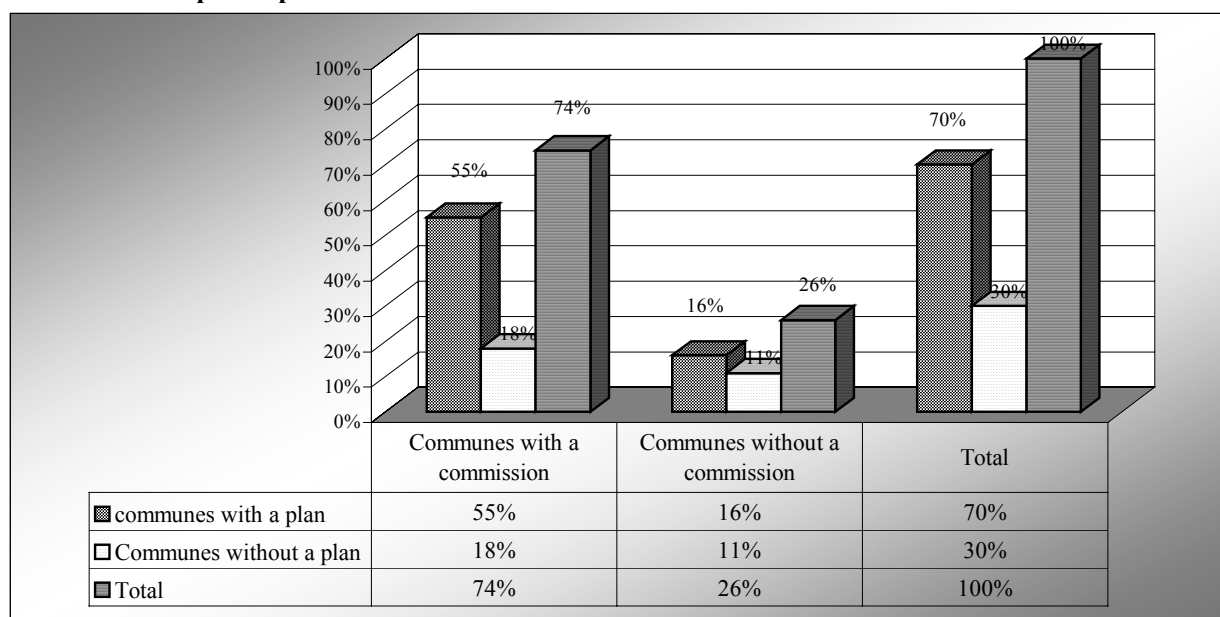
Out of the 74% of *communes* with a commission, 55% drafted an education development plan.

V.3.4 – Partners most involved in the drafting of *communal* education plans

The *communal* authorities interviewed cited a certain number of partners who are solicited or involved in the drafting of c*ommune* education plans. Figure 20 below lists the partners according to the percentage of responses given.

Figure 20: Partners most involved in the drafting of education plans
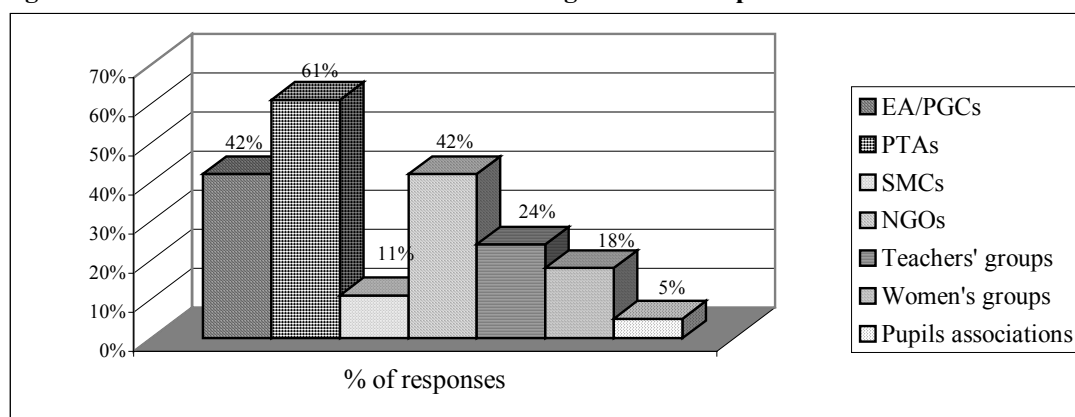
Parent-teacher associations (PTAs) are most cited with 61% of responses;
- o   Basic education authorities (AE/CAPs) and NGO partners are much solicited (42%);
- o   Teachers' groups are the third most solicited with 24% of responses;
- o   Local women's groups are often involved (18% of responses);
- o   SMCs (former model) are cited (11% of responses);
- o   Students' associations are sometimes solicited (5% of responses).

V.3. 5 – Achievements resulting from *communal* education plans

Figure 21: Most cited achievements

	% of responses
School development	58%
School equipment	40%
School supplies	32%
Construction of schools	26%
Trees planted	3%
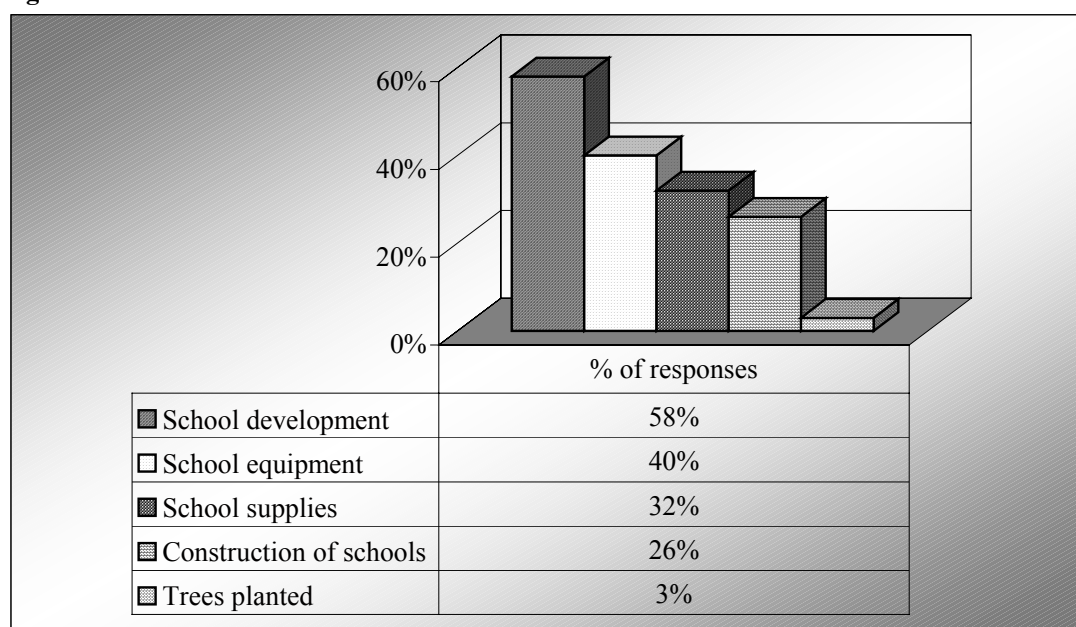
The most cited achievements are school development (58% of cases), school equipment (desks, blackboards), school supplies (exercise books, textbooks) and the construction of schools (financing of classrooms).

V.3.6 – Financing sources for the implementation of *communal* education plans

Table 22: Financing sources for *communal* plans

Financing sources	% of responses	Number of *communes*
Communal budget	58%	22
ANICT	34%	13
Grants (nationals, twinning, cooperation)	29%	11
NGOs (International and national)	13%	5

The *Agence Nationale d'Investissement des Collectivités Territoriales (ANICT)* is the most cited source of financing after the *Commune* budget.

Grants and assistance make up the third most frequent source of financing and they mainly come from:

- natives of these localities living abroad;
- assistance from twinning arrangements with Europe;
- assistance from development cooperation agencies (USAID, AFD, CIDA) .

Non-governmental organizations (NGOs) also contribute to financing.

Figure 22: Classification of financing sources
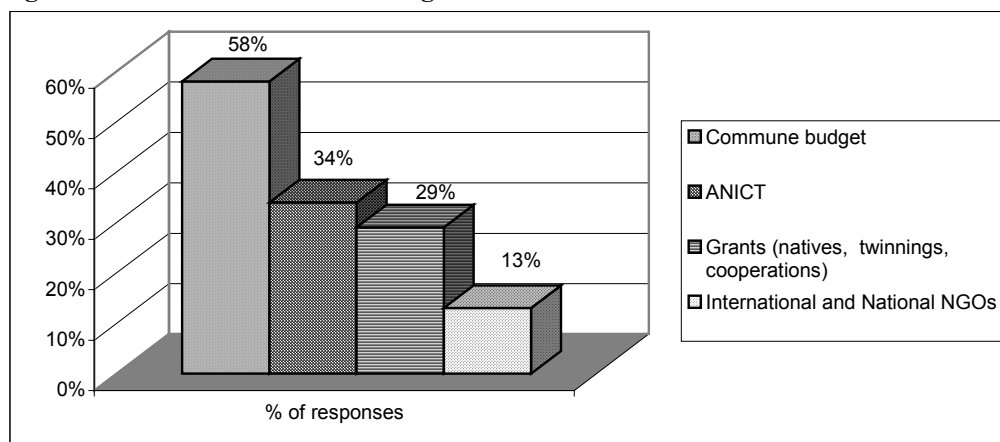
V.3.7 – Organization of education forums at the *commune* level
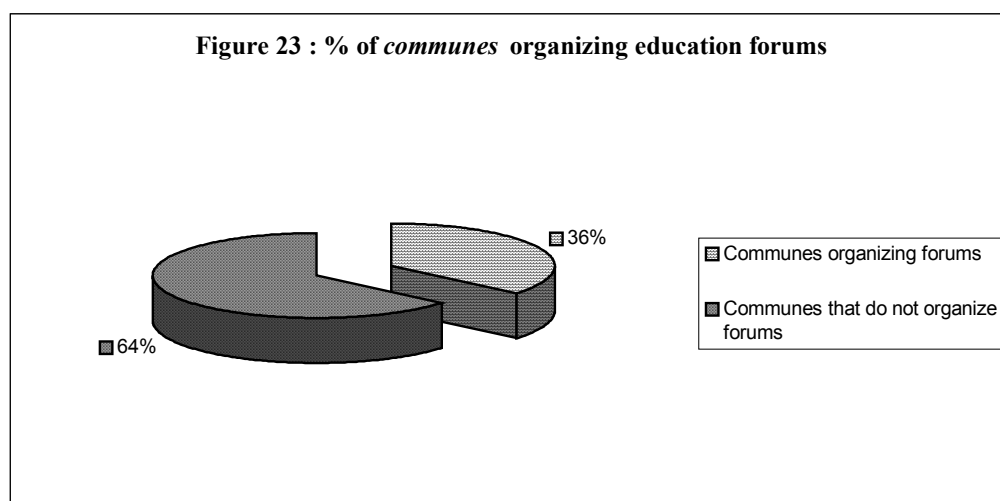
More than half of the *communes* (64%) do not organize forums to discuss and analyze the problems of the education system.

The participation of *communal* authorities (local elected representatives) in the management of the education system of their *communes* is hampered by many obstacles that include:

➢ lack of training for members of the *commission éducative*;

➢ lack of an education development plan;

➢ non-organization of discussions on basic education;

➢ no gender equality in the *commission éducative* membership;

➢ low involvement of *communes* in the analysis of school results.

V.3.8 – *Communal* involvement in the management of the educational system

Figure 24: Degree of involvement expressed by *commune*s

% of responses	
▦ Very high involvement	26%
▪ High involvement	34%
☐ Fair involvement	18%
☐ Low involvement	22%
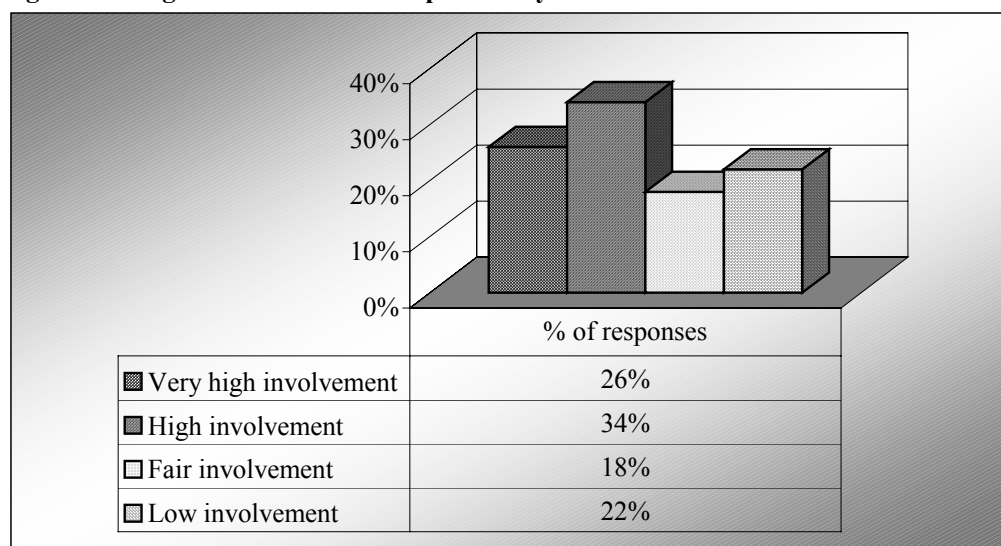
Degrees of *commune* involvement in the management of the education system may be classified under two aspects:

- ➢ About 60% of *commune*s surveyed expressed high and even very high involvement in the management of the education system; and
- ➢ 40% of the *commune*s consider their involvement low (22%) or fair (18%).

V.3.8.1 – Criteria justifying high involvement in the management of the education system

The *commune*s that indicated high involvement in the management of the education system justified such involvement with the following arguments:

- ➢ Contribution to the construction of classrooms;

- ➢ Participation in the recruitment of teachers;

- ➢ Contribution to school management;

- ➢ Purchase of school equipment;

- ➢ Purchase of school supplies;

- ➢ Contribution to the financing of training for certain teachers;

- ➢ Participation in the schooling of children.

See Figure below for the percentage of responses given for each criterion.

Figure 25: Justification for high or very high involvement expressed by some *commune*s

	% of responses
School development	22%
Recruitment of teachers	20%
Construction of classrooms	15%
Purchase of school supplies	15%
Purchase of school equipment	13%
Financing of teacher training	7%
Schooling of children in general	6%
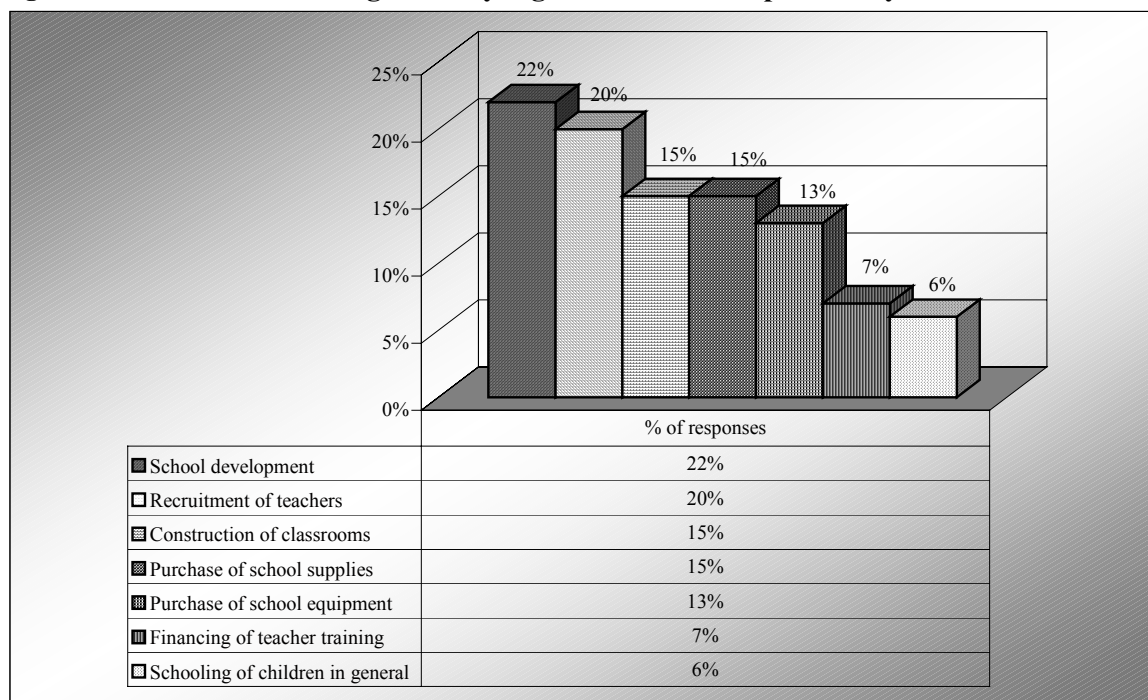
V.3.8.2 – Causes of the low involvement of certain *communes*

Figure 26: Causes of low involvement expressed by some *communes*

	% of responses
Lack of financial resources	78%
Lack of skills	30%
No communication with school authorities	7%
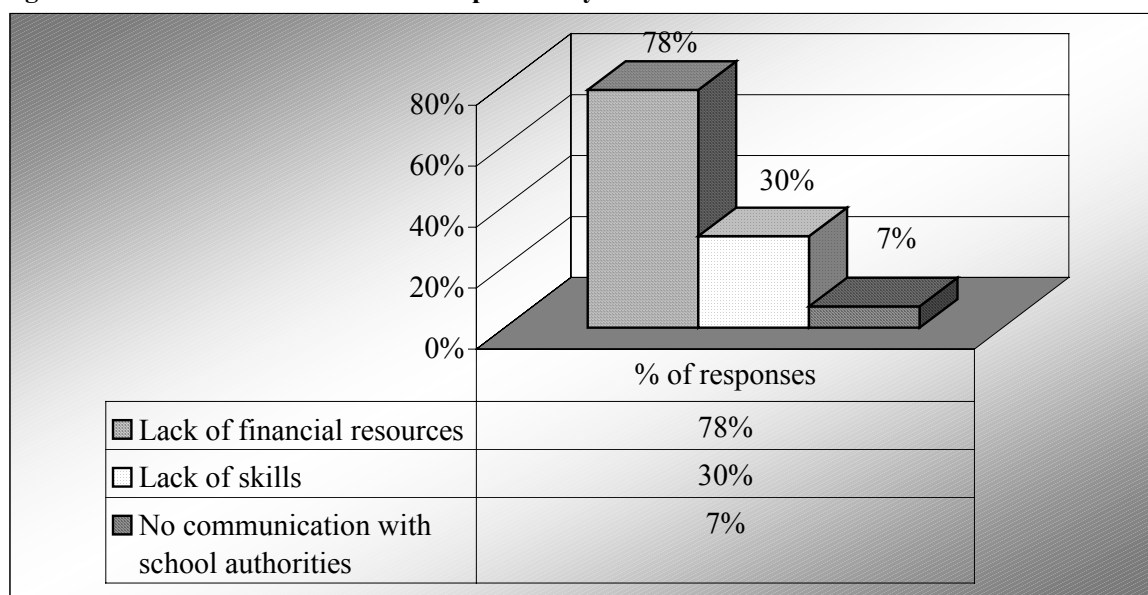
The *communes* that indicated a low or fair level of involvement in the management of the education system cited the following causes as limiting factors or obstacles:

➢ The lack of financial resources was the most frequent reason (78% of responses);
➢ Lack of skills in the *commune* (30% of responses);
➢ No communication with school authorities (7% of responses).

V.4 – At the level of parent-teacher associations (PTAs)

V.4.1 – Number of schools with PTAs

Figure 27: % of schools with PTAs

	Total number of schools	Number of Schools with PTAs	% of schools with PTAs
☐ Government schools	761	761	100%
☐ Community schools	542	542	100%
▦ Medersa schools	322	188	58%
▦ Private schools	225	108	48%
▦ Total	1850	1599	86%
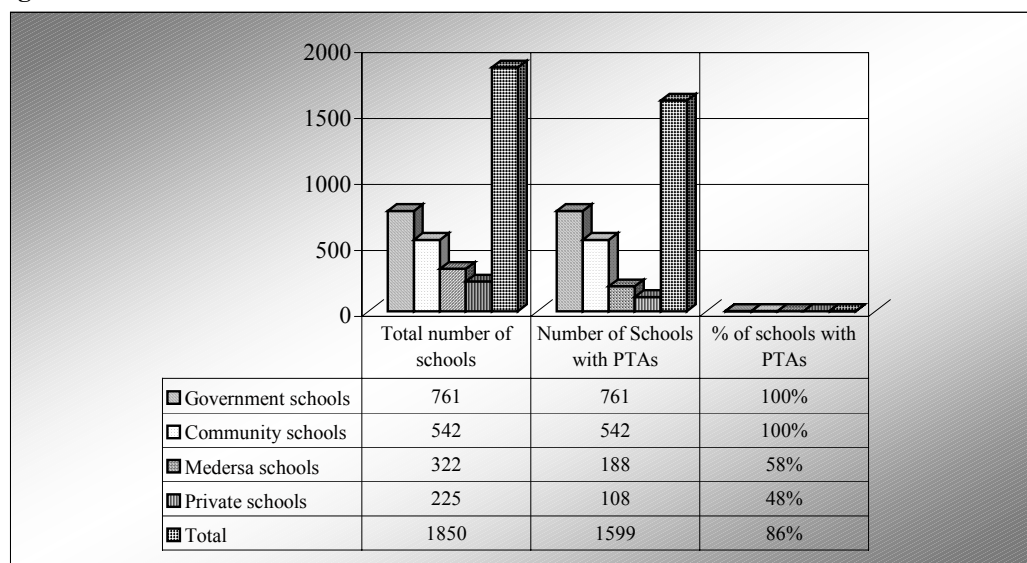
Two scenarios exist:

Government and community schools all have PTAs;
58% of *Medersas* and 48% of private schools have PTAs.
A total of 86% of the schools in the program area, that is 1599 schools, have PTAs.

V.4.2 – Status of PTA executive members

Table 23: Status of PTA executive members

Status of members	% of PTA executives	Comments
At least one literate member	**95%**	Reading, writing, arithmetic
More than 3 literate members	**68%**	Reading, writing, arithmetic
Female executive members	**75%**	
Women in leadership positions	**28%**	These positions are: president, vice-president and treasurer

Three relevant remarks can be made from this table:

➢ About 5% of PTA boards surveyed do not have members who can read, write or do basic arithmetic;

➢ About 25% of PTA boards surveyed do not have female members;

➢ About 72% of PTA boards surveyed do not have women in leadership positions.

V.4.3 – PTA/CAP consultations

During the baseline survey, we tried to assess the nature of exchanges between school partners, starting with consultations between PTAs and CAPs.

Do parent-teacher associations (PTAs) in the 105 *Commune*s have regular meetings (that is, frequently with well-defined periodicity) with local school authorities (CAPs)?

The answers to the above question are presented in Table 21 below:

Table 24: CAP/PTA meetings in the program *commune*s

Frequency of meetings	Number of *commune*s	%
Regular	28	27
Irregular	51	48
No meetings	26	25
Total	**105**	**100**

The CAPs feel that they have regular meetings with PTAs in 28 *Commune*s.
In 73% of the target *Commune*s, CAP/PTA meetings are irregular or not held.

Table 25: Reasons for irregularity or not holding meetings

Reasons given	Number of *commune*s	%
Lack of information and training	30	29%
Lack of planning of PTA executives	25	24%
Lack of time due to surcharge of duties by PTA executive members	12	11%
Lack of transport means	10	9%
Total	**77**	**73%**

Lack of information, training and planning are the main factors hampering the holding of meetings between PTAs and basic education authorities.

V.4.4 – Drafting of action plan by PTAs

Table 26: % of PTAs with action plans

	% of PTAs
PTAs with action plan	37%
PTAs without action plan	63%
Total	100%

The majority of PTAs do not draft action plans (about 63%).

V.4.4 – Preparation of operating budget by PTAs

Table 27: % of PTAs with an operating budget:

	% of PTAs
PTAs with a budget	30%
PTAs without a budget	70%
Total	100%

About 70% of PTAs surveyed admitted to not preparing an operating budget.

V.4.5 – Financing sources for PTA budgets:

PTAs listed the financing sources for their operating budgets (see table 25 below):

Table 28: Main financing sources:

Financing sources	% of sources cited:	Comments
Membership contributions	**99%**	Regular contributions
Contributions from other community groups	**26%**	From other village or community associations
Contributions of NGO partners	**22%**	
Commune contributions	**18%**	Assistance from *Commune*s
Donations	**14%**	Natives abroad, Persons with good will in the *commune*.

V.4.6 – Main achievements of PTAs:

Table 29: Main achievements cited by PTAs:

Achievements cited:	% of responses:	Comments
Development of schools	**16%**	**Fences, toilets, tree planting**
Construction of classrooms	**13%**	
Purchase of school equipment	**10%**	
Teachers' salaries	**7%**	
Assistance to teachers	**6%**	**Housing, transport**
Purchase of school supplies	**6%**	
Schooling of children	**5%**	**Payment of recruitment fees**
Assistance to pupils	**2%**	**Pupils with difficulties**

These achievements were mainly cited by PTAs with an action plan and an operating budget.

V.4.7 – PTAs with an annual financial balance sheet

Table 30: % of PTAs with a financial balance sheet

	% of PTAs
PTAs with a balance sheet	40%
PTAs without a balance sheet	60%
Total	100%

About 60% of PTAs surveyed admitted that they did not keep an annual financial balance sheet.

V.4.8 – Summary of concerns to facilitate functioning of PTAs

a) – The status of PTA executive members should be improved through:
  - ➢ Literacy programs for all executive members;
  - ➢ Gender equity in the composition of executives;

b) – Ensure regularity of PTA/CAP meetings through:
  - ➢ Training and sensitization of executive members;
  - ➢ Planning of consultation meetings;
  - ➢ Election of readily available persons to PTA executive boards;
  - ➢ Availability of transport means to executive members who live far away.

c) – Preparation of an action plan accompanied by an operating budget through:
  - ➢ Training PTA executives in planning;
  - ➢ Training members to prepare budgets and mobilize resources.

d) – Preparation of a periodic financial report through:
  - ➢ Training executive members to keep financial balance sheets;
  - ➢ Training members to draft financial reports;
  - ➢ Organizing meetings for presentation of financial balance sheet.

V.5 – At the level of school management committees (SMCs)

V.5.1 – Number of schools with SMCs (former model)

Table 31: Number of SMCs in the zone:

Status of schools	No. of schools with SMCs
Government schools	21
Community schools	35
Medersa schools	4
TOTAL	60

All the school management committees (SMCs) listed were set up before the implementation of the new policy. There are 60 schools with SMCs (former model).

Figure 28: % of schools with SMCs

% of schools with SMCs	
Government schools	3%
Community schools	6%
Medersa schools	1%
Private schools	0%
TOTAL	3%
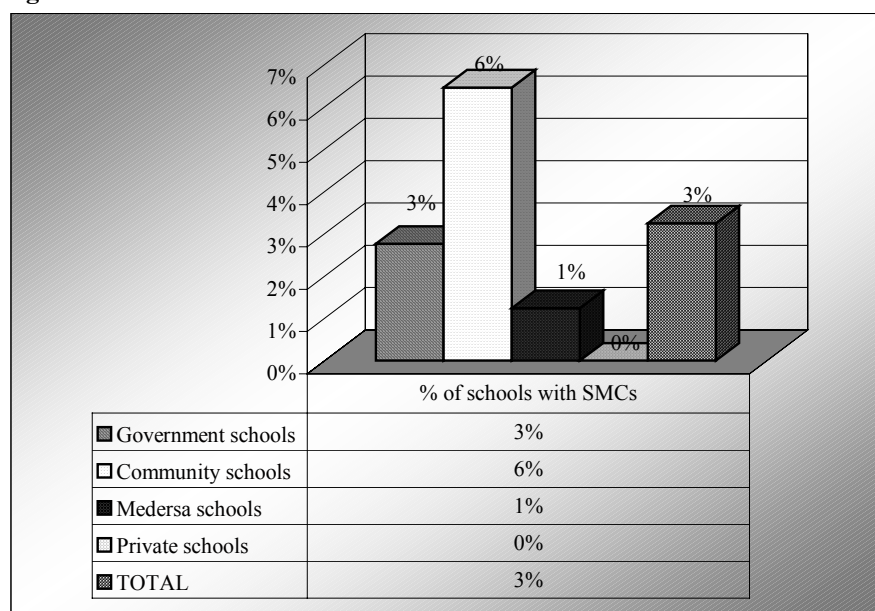
Considering the small number of SMCs and the fact that the existing structures do not correspond with the official policy put into place by the Ministry of National Education (MNE), we deem it unnecessary to continue analyzing these former model SMCs.

VI – CONCLUSION

The baseline survey reveals the strengths and weaknesses of the educational system in the intervention area of the "Support for Quality and Equity in Education" Program.

VI.1 – Strengths of the program areas' education system

The strengths of the education system include the following:

1. The area is fairly covered by the different types of schools; it is therefore possible to diversify the "Community of Learning";

2. Teachers with permanent contracts are in the majority. This can be a factor of stability for the "Community of Learning" if there is consensus with the school authority that manages staff deployment;

3. The setting up of 21 *Centres d'Animation Pédagogique* (CAPs) responsible for administrative management and pedagogic guidance of schools in decentralized *commune*s encourages closer relations among school partners (basic education authorities, communal authorities and local community organizations).

VI.2 – Weaknesses of the program area's education system:

The major challenges awaiting the program and identified by the baseline study are:

1. – Supporting the improvement of inservice training education for teachers in an area where half of the teachers interviewed admitted to not receiving the training adapted to their needs;

2. – Supporting the improvement of community participation in the management of the school system in an area where communal authorities, parent-teacher associations and school management committees did not receive the required training to participate in the analysis of school results, planning and management of the education system;

3. – Supporting the application of the curriculum in an area where 85% of the *commune*s are not testing the curriculum and where such testing occurs in only about twenty schools;

4. – Supporting equity through development of the gender approach in schools; the target here should be the reduction of the dropout rate for female students and an increase in their promotion rate.

ANNEXES

ANNEX I : Liste des 21 CAPs de la Zone du Programme :

N°	Noms des CAPs à enquêter	Agents affectés (Noms & Prénoms)	Disposition à prendre	Fonctions
1	Banconi	Adama Traoré	Mise en route	A.F.
2	Djélibougou	Bernard Sidibé	Mise en route	A.P.C.
3	Sébénincoro	Issa Diarra	Mise en route	A.F.
4	Lafiabougou	Fatoumata Traoré	Mise en route	A.F.
5	Kalabancoro	Siaka Thiéro	Mise en route	A.F.
6	Kati	Pascal Kané	Mise en route	A.F.
7	Baguineda	Amadou Gueye	Mise en route	A.F.
8	Fana	Tounfa Maïga	Mise en route	A.F.
9	Dioïla	Eli Théra	Mise en route	A.F.
10	Ségou	Modiéré Diakité	Mise en route	A.P.C.
11	Markala	Maoulouze Diarra	Mise en route	A.F.
12	San	Mamadi Kéïta	Mise en route	A.F.
13	Koutiala	Labasse Fofana	Mise en route	A.P.C.
14	M'Pessoba	Bréhima Berthé	Mise en route	A.F.
15	Sikasso I	Joseph Traoré	Mise en route	A.F.
16	Sikasso II	Aminata Diarra	Mise en route	A.F.
17	Niéna	Abdoulaye Doumbia	Mise en route	A.F.
18	Kadiolo	Aly Traoré	Mise en route	A.F.
19	Gao	Mohamed L. Maïga	Mise en route	A.F.
20	Tombouctou	Assoumane Touré	Mise en route	A.F.
21	Kidal	Arjika Annabi	Mise en route	A.F.

ANNEX II : Détermination des communes échantillons – tailles et noms

N°	Noms des CAPs	Communes du projet	Nombre d'écoles	Tailles échant.	Communes Échantillons
1	**Banconi**	COMMUNE I	143		
2	**Djélibougou**	COMMUNE I		**1**	COMMUNE I
3	**Sébénincoro**	COMMUNE IV	114		COMMUNE IV
4	**Lafiabougou**	COMMUNE IV		**1**	

N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
5	**Kalabancoro**	NIOUMA – MAKAMA	6	**2**	KALABANCORO SIBY
		MORIBABOUGOU	7		
		N'GABACORO	7		
		BANCOUMANA	17		
		SIBY	19		
		KALABANCORO	76		

N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
6	**Baguinéda**	SANANKORO-DJITOUMOU	1	**2**	TIAKADUGU-DIALAKORO SANANKOROBA
		BOUGOULA	9		
		MOUNTOUGOULA	9		
		TIAKADUGU-DIALAKORO	13		
		TIELE	13		
		N'GOURABA	15		
		DIALAKOROBA	26		
		BAGUINEDA – CAMP	28		
		SANANKOROBA	33		
		OUELESSEBOUGOU	39		

N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
7	**Kati**	KALIFABOUGOU	6	**2**	Kalifabougou N'TJIBA
		DIO – GARE	6		
		DIAGO	7		
		N'TJIBA	14		
		KATI	74		

N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
8	**Fana**	BENKADI	6	**2**	NANGOLA Guégnéka
		DIEBE	7		
		DOLENDOUGOU	7		
		NANGOLA	7		
		DIOUMAN	9		
		N'DLONDOUGOU	10		
		DIEDOUGOU	17		
		GUEGNEKA	28		

N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
9	**Dioila**	WACORO	4	**2**	N'GOLOBOUGOU Kaladougou
		NIANTJILA	11		
		N'GOLOBOUGOU	13		
		BANCO	18		
		KALADOUGOU	26		
		MASSIGUI	35		

ANNEX II : Détermination des communes échantillons – tailles et noms (suite 1)

N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
10	Ségou	SOIGNEBOUGOU	2	6	SAMA- FOULALA TOGOU MASSALA FARAKOU MASSA KONODIMINI SEGOU
		SAMA- FOULALA	4		
		SAMINE	4		
		BAGUINDADOUGOU	5		
		DIGANIBOUGOU	5		
		FARAKO	5		
		TOGOU	5		
		DIOUNA	5		
		N'GARA	5		
		MASSALA	6		
		DIEDOUGOU	7		
		SOUBA	7		
		FARAKOU MASSA	7		
		N'KOUMANDOUGOU	7		
		SOKOIBA	8		
		KONODIMINI	9		
		SEBOUGOU	10		
		PELENGANA	25		
		SEGOU	56		
N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
11	Markala	SIBILA	5	2	SANSANDING DIORO
		BOUSSIN	7		
		DOUGABOUGOU	9		
		SANSANDING	11		
		CINZANA	13		
		FATINE	13		
		KATIENA	14		
		DIORO	15		
		MARKALA	21		
N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
12	San	NIAMANA	5	2	DIELI SAN
		DIELI	7		
		NIASSO	7		
		N'TOROSSO	7		
		TENE	12		
		SAN	31		
N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
13	Koutiala	KOROMO	2	2	ZANGASSO KOUTIALA
		ZANGASSO	9		
		KONSEGUELA	15		
		KOUTIALA	59		
14	M'Pessoba	ZANINA	7	1	ZANINA
N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
15	Niéna	FINKOLO – G	11	1	NIENA
		NIENA	30		

ANNEX II : Détermination des communes échantillons – tailles et noms (suite 2)

N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
16	Sikasso I	ZANGARADOUGOU	6	1	SIKASSO
		SIKASSO	62		

N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
17	Sikasso II	DOUMANABA	5	2	FARAKALA DANDERESSO
		SANZANA	5		
		FAMA	7		
		FARAKALA	8		
		KOUORO	10		
		KIGNAN	13		
		KLELA	15		
		DANDERESSO	26		

N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
18	Kadiolo	DOUMATENE	6	2	ZEGOUA KADIOLO
		MISSENI	13		
		ZEGOUA	14		
		FOUROU	23		
		KADIOLO	24		
		LOULOUNI	27		

N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
19	Gao	GABERO	9	2	GOUNZOUYERE GAO
		GOUNZOUYERE	17		
		GAO	32		

N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
20	Tombouctou	SALAM	6	2	BER TOMBOUCTOU
		BOUREM – INALY	8		
		BER	9		
		ALAFIA	10		
		TOMBOUCTOU	25		

N°	Noms des CAP	Communes du projet	Nombre d'écoles	Taille échant.	Communes Échantillons
21	Kidal	ANEFIS	1	2	ANEFIS KIDAL
		ESSOUK	2		
		KIDAL	14		

Récapitulatif : nombre de CAPs et de Communes à enquêter :

Unités	Nombre	%
CAP	21	
CAP à enquêter	21	100%
Communes du projet	105	
Communes à enquêter	35	33%

ANNEX III - Listes des écoles échantillons par CAP et Commune

I - Coordination Régionale de Koulikoro / Bamako :

I.1 - District de Bamako :

I.1.1 - CAP de Banconi : Commune I

a) - Liste des écoles publiques échantillons :

1 - Ecole de Banconi B,
2 - Ecole de Sikoro C

b) - Liste des écoles privées échantillons :

1 - Ecole Bazzi de Korofina,
2 - Ecole Bélédougou.

c) - Liste des écoles communautaires échantillons :
(Pas d'école communautaire)

d) - Liste des «Medersa» échantillons :

1 – Medersa Ansoir - Soumat ,
2 - Medersa Al Coudou Soul

I.1.2 - CAP de Djélibougou : Commune I

a) - Liste des écoles publiques échantillons :

1 - Ecole de Boulkassoumbougou A,
2 - Ecole de Djélibougou A,
3 - Ecole de Doumanzana A.

b) - Liste des écoles privées échantillons :

1 - Ecole A.S. Touré de Djélibougou,
2 – Ecole Kalanso,
3 - Ecole AMALDEME

c) - Liste des écoles communautaires échantillons :

1 - Ecole Nafadji

d) - Liste des écoles « Medersa » échantillons :

1 - Medersa Askia Mohamed ,
2 - Medersa El Houda,
3 - Medersa Al Ouloum.

ANNEX III : Liste des écoles échantillons (Suite 1)

I.1.3 - CAP de Lafiabougou : Commune IV

a) - Liste des écoles publiques échantillons :

1 – Ecole de Lassa,
2 - Ecole de Taliko Dog. A,
3 – Ecole de Taliko Dog. B.

b) - Liste des écoles privées échantillons :

1 - Ecole A.T.T.
2 - Ecole Le Guide.

c) - Liste des écoles communautaires échantillons :

1 - ECOBAS

d) - Liste des écoles « Medersa » échantillons :

1 – Medersa Daroul Tahafiz ,
2 - Medersa Quoud El Cherif.

I.1.4 – CAP de Sébénikoro : Commune IV

a) - Liste des écoles publiques échantillons :

1 – Ecole Sébénikoro A,
2 – Ecole Sébénikoro B,
3 – Ecole Sébénikoro C.

b) - Liste des écoles privées échantillons :

1 – Ecole Fraternté,
2 – Ecole Mamby Sidibé,
3 – Ecole du Pedagogue.

c) - Liste des écoles communautaires échantillons :

1 - Ecole de Sibiribougou.

d) - Liste des écoles « Medersa » échantillons :

1 - Medersa Sabilou Anadjahi.

ANNEX III : Liste des écoles échantillons (Suite 2)

I - Coordination Koulikoro / Bamako :

I.2 - Région de Koulikoro :

I.2.1 - CAP de Kalabancoro : Commune de Kalabancoro

a) - Liste des écoles publiques échantillons :

- Ecole de Niamina,
– Ecole de Sirakoro Meguetana,
– Ecole de Kalabancoro B.

b) - Liste des écoles privées échantillons :
(Aucune école privée)

c) - Liste des écoles communautaires échantillons :

- Ecole de Kabala,
– Ecole de Sabalibougou.

d) - Liste des écoles « Medersa » échantillons :

1. - Medersa Sadati Darayeni.

I.2.2 - CAP de Kalabancoro : Commune de Siby

a) - Liste des écoles publiques échantillons :

- Ecole de Tabou,
- Ecole de Guéna,
- Ecole de Siby A

b) - Liste des écoles privées échantillons :
(Aucune école privée)

c) - Liste des écoles communautaires échantillons :

- Ecole de Ténéya,
– Ecole de Kaka.

d) - Liste des écoles « Medersa » échantillons :

1. - Medersa Congola.

ANNEX III : Liste des écoles échantillons (Suite 3)

I.2.3 - CAP de Kati : Commune de Kalifabougou

a) - Liste des écoles publiques échantillons :

1 - Ecole de Kalifabougou,
2 - Ecole de Niamana,

b) - Liste des écoles privées échantillons :
(Aucune école privée)

c) - Liste des écoles communautaires échantillons :

1 - Ecole de Dougan,
2 - Ecole de Djidjé,
3 – Ecole de Djinidiéla,
4 – Ecole de Kababougou.

d) - Liste des écoles « Medersa » échantillons :
      (Aucun Medersa)

I.2.4 - CAP de Kati : Commune de N'Tjiba

a) - Liste des écoles publiques échantillons :

1 - Ecole de Djibroula,
2 – Ecole de Bassabougou,

b) - Liste des écoles privées échantillons :

1. - Ecole Saint Jean Bosco.

c) - Liste des écoles communautaires échantillons :

1 – Bancouma I et II,
2 – Boumoundo,
3 – M'Piébougou.

d) - Liste des écoles « Medersa » échantillons :
      (Aucun Medersa)

ANNEX III : Liste des écoles échantillons (Suite 4)

I.2.5 - CAP de Baguinéda : Commune de Tiakadugu - Dialakoro

a) - Liste des écoles publiques échantillons :

1. - Ecole de Tiakadougou – Dialakoro.

b) - Liste des écoles privées échantillons :
     (Aucune école privée)

c) – Liste des écoles communautaires échantillons :

1 – Kamanéguela,
2 – Maniaka,
3 – Sankama,
4 – Siramana,
5 – Nénéko.

d) - Liste des écoles « Medersa » échantillons :
     (Aucun Medersa)

I.2.6 - CAP de Baguinéda : Commune de Sanankoroba

a) - Liste des écoles publiques échantillons :

1 - Ecole de Sanankoroba B,
2 – Ecole de Sanankoroba C,
3 – Ecole de Banancoro.

b) - Liste des écoles privées échantillons :

1 – SOS Herman.

c) – Liste des écoles communautaires échantillons :
1. – Niéguécoro.

d) - Liste des écoles « Medersa » échantillons :

1 – Medersa Siéné.

ANNEX III : Liste des écoles échantillons (Suite 5)

I.2.7 - CAP de Fana : Commune de Guégnéka

a) - Liste des écoles publiques échantillons :

1 - Ecole de Fana A1,
2 – Ecole de Fana A2,
3 – Ecole de Fana B1.

b) - Liste des écoles privées échantillons :
    (Aucune école privée)

c) – Liste des écoles communautaires échantillons :

1 – Dien,
2 – Gouana.

d) - Liste des écoles « Medersa » échantillons :
    (Aucun Medersa)

I.2.8 - CAP de Fana : Commune de Nangola

a) - Liste des écoles publiques échantillons :

1.- Ecole de Farako,
2. – Ecole de Nangola,
3 – Ecole de Niona,
4 – Ecole de Kégné.

b) - Liste des écoles privées échantillons :
    (Aucune école privée)

c) – Liste des écoles communautaires échantillons :

1. – Bangoni.

d) - Liste des écoles « Medersa » échantillons :
    (Aucun Medersa)

ANNEX III : Liste des écoles échantillons (Suite 6)

I.2.9 - CAP de Dioïla : Commune de Kaladougou

a) - Liste des écoles publiques échantillons :

1.- Ecole de Dioïla A,
2. – Ecole de Fignana.

b) - Liste des écoles privées échantillons :

1 – Ba Fanta Sangaré.

c) – Liste des écoles communautaires échantillons :

1 – Fadabougou,
2 – Toula.

d) - Liste des écoles « Medersa » échantillons :

 1. Medersa Al ishane de Dioïla.

I.2.10 - CAP de Dioïla : Commune de N'Golobougou

a) - Liste des écoles publiques échantillons :

1.- Ecole de N'Golobougou,
2. – Ecole de Niadoumana,
3. – Ecole de Siankoro.

b) - Liste des écoles privées échantillons :
        (Aucune école privée)

c) – Liste des écoles communautaires échantillons :

1 – Niamadio,
2 – Kani.

d) - Liste des écoles « Medersa » échantillons :

        1. – Medersa Taaboudiyati Kayan

ANNEX III : Liste des écoles échantillons (Suite 7)

II - Coordination Régionale de SEGOU :

II.1 - CAP de Ségou :

II.1.1 - Commune de Sama - Foulala

a) - Liste des écoles publiques échantillons :

1 - Ecole de Dougobambara,
2 – Ecole de Falinta,
3 – Ecole de Sama – Foulala.

b) - Liste des écoles privées échantillons :
        (Aucune école privée)

c) - Liste des écoles communautaires échantillons :
Ecole de Son

d) - Liste des « Medersa » échantillons :
(Aucun Medersa)

II.1.2 - Commune de Togou

a) - Liste des écoles publiques échantillons :

1. – Ecole de Dougoukouna.

b) - Liste des écoles privées échantillons :
(Aucune école privée)

c) - Liste des écoles communautaires échantillons :

1 – Ecole de Dongoni,
2 – Ecole de Sagni,
3 – Ecole de Sama Markala,
4 – Ecole de Togou Econ

d) - Liste des écoles « Medersa » échantillons :
        (Aucun Medersa)

ANNEX III : Liste des écoles échantillons (Suite 8)

II.1.3 - Commune de Massala

a) - Liste des écoles publiques échantillons :
1 – Ecole de Bando Weré,
2 – Ecole de Massala,
3 – Ecole de N'Gana 1er cycle,
4 – Ecole de Soungobougou,
5 – Ecole de Sambougouzounai.

b) - Liste des écoles privées échantillons :
(Aucune école privée)

c) - Liste des écoles communautaires échantillons :
1 - Ecole Tômônô.

d) - Liste des écoles « Medersa » échantillons :
(Aucun Medersa)

II.1.4 - Commune de Faracou - Massa

a) - Liste des écoles publiques échantillons :
(Aucune école publique)

b) - Liste des écoles privées échantillons :
(Aucune école privée)

c) - Liste des écoles communautaires échantillons :
1 – Ecole de Dougounikoro,
2 – Ecole de Farakou,
3 – Ecole de Komine,
4 – Ecole de Konou,
5 – Ecole de Soké.

d) - Liste des écoles « Medersa » échantillons :

1 – Medersa Sabitou – Rachad.

II.1.5 - Commune de Konodimini

a) - Liste des écoles publiques échantillons :

1 – Ecole de Konodimini A,
2 – Ecole de Konodimini B,
3 – Ecole de Tiebléna.

b) - Liste des écoles privées échantillons :
(Aucune école privée)

c) - Liste des écoles communautaires échantillons :

1 - Ecole de Sidabougou,
2 – Ecole de Ngoye,
3 – Ecole de Minfa.

d) - Liste des écoles « Medersa » échantillons :
(Aucun Medersa)

ANNEX III : Liste des écoles échantillons (Suite 9)

II.1.6 - Commune de Ségou

a) - Liste des écoles publiques échantillons :

1 - Ecole Bandiougou Bouaré «A»,
2 - Ecole Bandiougou Bouaré «B»,
3 – Ecole Bagadadji 1er Cycle,
4 – Ecole Groupe I "B"

b) - Liste des écoles privées échantillons :

1 – Ecole Sœur Anita «A»

c) - Liste des écoles communautaires échantillons :

      1. – Ecole «Denbanuman»

d) - Liste des écoles « Medersa » échantillons :

1 – Medersa El Anouar El islam,
2 – Medersa Sabil El Rachid.

II.2 - CAP de Markala :

II.2.1 – Commune de Sansanding

a) - Liste des écoles publiques échantillons :

1 - Ecole Gomakoro,
2 – Ecole Katiéna 1er Cycle

b) - Liste des écoles privées échantillons :
     (Aucune école privée)

c) - Liste des écoles communautaires échantillons :

1 – Ecole Diado,
2 – Ecole Soungo.

d) - Liste des écoles « Medersa » échantillons :

1 – Medersa Nadial Walfalal,
2 – Medersa El Kitab W. Souna.

ANNEX III : Liste des écoles échantillons (Suite 10)

II.2.2 – Commune de Dioro

a) - Liste des écoles publiques échantillons :
1 – Ecole de Babougou,
2 – Ecole de Dioro «2».

b) - Liste des écoles privées échantillons :
(Aucune école privée)

c) - Liste des écoles communautaires échantillons :
1 – Ecole Guakolomba,
2 – Ecole Kolomi.

d) - Liste des écoles « Medersa » échantillons :
1 – Medersa Babou Salami,
2 – Medersa Daral – Hadis.

II.3 - CAP de SAN :

II.3.1 – Commune de Diéli

a) - Liste des écoles publiques échantillons :
1 - Ecole de Diéli 1er Cycle,
2 – Ecole de Dieguena

b) - Liste des écoles privées échantillons :
(Aucune école privée)

c) - Liste des écoles communautaires échantillons :
1 – Ecole N'Gosso,
2 – Ecole Paridara,
3 – Ecole Pouré.

d) - Liste des écoles « Medersa » échantillons :
1 – Medersa Taaouni.

II.3.2 – Commune de San

a) - Liste des écoles publiques échantillons :
1 - Ecole Baboudgoni «I»,
2 – Ecole Medine "I C",
3 – Ecole Santoro "I",
4 – Ecole Amitié "II".

b) - Liste des écoles privées échantillons :
1 – Ecole Santoro privée.
c) - Liste des écoles communautaires échantillons :
1. - Ecole Bogossoni

d) - Liste des écoles « Medersa » échantillons :
1 – Medersa Sabil Anadja,
2 – Medersa Sabil El Houda.

ANNEX III : Liste des écoles échantillons (Suite 11)

III - Coordination de SIKASSO :

III.1 - CAP de Koutiala :

III.1.1 - Commune de Koutiala :

a) - Liste des écoles publiques échantillons :

1 - Ecole de Koutiala C2,
2 – Ecole de Signe.

b) - Liste des écoles privées échantillons :

1 – Collège Samuel 1er Cycle.

c) - Liste des écoles communautaires échantillons :

1.- Ecole Kadi – Kadidia,
2 – Ecole Les Khalifes.

d) - Liste des écoles « Medersa » échantillons :

1 – Medersa Al Irfane 1er Cycle.
2 – Medersa Da Awatoul,
3 – Medersa Bilal islamia.

III.1.2 - Commune de Zangasso

a) - Liste des écoles publiques échantillons :

1 – Ecole de Zangasso,
2 – Ecole de Fienso,
3 – Ecole de Sangaba.

b) - Liste des écoles privées échantillons :
        (Aucune école privée)

c) - Liste des écoles communautaires échantillons :

1 – Ecole Koloto,
2 – Ecole Djitamana,
3 – Ecole Tiarakassédougou.

d) - Liste des écoles « Medersa » échantillons :
        (Aucun Medersa)

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ANNEX III : Liste des écoles échantillons (Suite 12)

III.2 – CAP de M'Pessoba :

III.2.1 - Commune de Zanina :

a) - Liste des écoles publiques échantillons :

1 – Ecole Debela.

b) - Liste des écoles privées échantillons :
  (aucune école privée)

c) - Liste des écoles communautaires échantillons :

1 – Ecole Baramana,
2 – Ecole Songuela I,
3 – Ecole Songuela II.

d) - Liste des écoles « Medersa » échantillons :

1 – Medersa de Songuela II.

III.3 - CAP de Niéna :

II.3.1 - Commune de Niéna :

a) - Liste des écoles publiques échantillons :

1 – Ecole de Niéna A ,
2 – Ecole de Dougoukolonbougou.

b) - Liste des écoles privées échantillons :
(Aucune école privée)

c) - Liste des écoles communautaires échantillons :

1 – Kongolikoro,
2 – Kountjila,
3 – Bouassa.

d) - Liste des écoles « Medersa » échantillons :

1 - Medersa Nourdine

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ANNEX III : Liste des écoles échantillons (Suite 13)

III.4 - CAP de Sikasso I :

II.4.1 - Commune de Sikasso :

a) - Liste des écoles publiques échantillons :

1 – Ecole de Babemba A,
2 – Ecole de Yerélonziera,
3 – Ecole de Zanton Ziasso.

b) - Liste des écoles privées échantillons :

1 – Ecole Catholique A,
2 – Ecole Thianzé.

c) - Liste des écoles communautaires échantillons :

1 – Ecole Karamogobougou,
2 – Zamblara.

d) - Liste des écoles « Medersa » échantillons :

1 – Mahad Iman Ibrahim,
2 – Tahabiz Coran.

III.5 - CAP de Sikasso II :

III.5.1 - Commune de Farakala :

a) - Liste des écoles publiques échantillons :

1 – Ecole de Farakala.

b) - Liste des écoles privées échantillons :

1 – Ecole privée Catholique.

c) - Liste des écoles communautaires échantillons :

1 – Ecole de Nangola,
2 – Ecole Fogognouma Diassa,
3 – Ecole M'Pedougou,
4 – Ecole Kalifabougou.

d) - Liste des écoles « Medersa » échantillons :
        (Aucun Medersa)

ANNEX III : Liste des écoles échantillons (Suite 14)

III.5.2 - Commune de Dandresso :

a) - Liste des écoles publiques échantillons :

1 – Ecole de Dandresso,
2 – Ecole de Bezanso.

b) - Liste des écoles privées échantillons :
       (Aucune école privée)

c) - Liste des écoles communautaires échantillons :

1 – Ecole de Zantiguila,
2 – Ecole de Niaradougou,
3 – Ecole de Nebadougou,
4 – Ecole de Finkolo Zanso.

d) - Liste des écoles « Medersa » échantillons :
       (Aucun Medersa)

III.6 - CAP de Kadiolo :

III.6.1 – Commune de Kadiolo :

a) - Liste des écoles publiques échantillons :

1 – Ecole de Klo Noumouso,
2 – Ecole de Nakomo,
3 – Lofigué.

b) - Liste des écoles privées échantillons :

1 – Ecole privée Diou Pr. Cath.

c) - Liste des écoles communautaires échantillons :

1 – Ecole Borokoba,
2 – Ecole Niafingolodougou,
3 – Ecole Kankonama I.

d) - Liste des écoles « Medersa » échantillons :

1 – Medersa Tarbiatou.

ANNEX III : Liste des écoles échantillons (Suite 15)

III.6.2 – Commune de Zégoua :

a) - Liste des écoles publiques échantillons :

1 – Ecole de Zégoua A,
2 – Ecole de Katioloni.

b) - Liste des écoles privées échantillons :
1 – Ecole Fraternité.

c) - Liste des écoles communautaires échantillons :

1 – Ecole de Katélé,
2 – Ecole Zampedougou,

d) - Liste des écoles « Medersa » échantillons :
1 – Medersa Nour El Islam

IV - Coordination de TOMBOUCTOU :

IV.1 - CAP de Tombouctou :

IV.1.1 - Commune de Ber :

a) - Liste des écoles publiques échantillons :
1. - Ecole Adoumaha Ag Mohamed,
 2. – Ecole El Bakaye.

b) - Liste des écoles privées échantillons :
        (Aucune école privée)

c) - Liste des écoles communautaires échantillons :

1.- Ecole Hel Docknane,
2 – Ecole Tinaféwa,
3 – Ecole Erintédjeft.

d) - Liste des écoles « Medersa » échantillons :

1. – Medersa Zorho.

IV.1.2 - Commune de Tombouctou :

a) - Liste des écoles publiques échantillons :

1. – Ecole Alha Daouna,
2. – Ecole Alpha Saloum,
3. – Ecole Bahadou I,
4 - Ecole Cheick Nouh.

b) - Liste des écoles privées échantillons :
1 – Beyrey.

c) - Liste des écoles communautaires échantillons :
1. – Koriomé.

d) - Liste des écoles « Medersa » échantillons :
1 – Askia Daouda,
2 – Aquib Sidi Yehia.

ANNEX III : Liste des écoles échantillons (Suite 16)

V - Coordination de GAO :

V.1 - CAP de GAO :

V.1.1 - Commune de Gounzoureye :

a) - Liste des écoles publiques échantillons :

1. – Ecole Kadji I,
2. – Ecole Bagoundié,
3 – Ecole Tacharane,
4 – Ecole Goura.

b) - Liste des écoles privées échantillons :
          (Aucune école privée)

c) - Liste des écoles communautaires échantillons :
(Aucune école communautaire)

d) - Liste des écoles « Medersa » échantillons :

1 – Medersa Tarbiatou Islam Koïma,
2 – Medersa de Lobou.

V.1.2 - Commune de Gao :

a) - Liste des écoles publiques échantillons :

1. – Ecole Farandjiré A,
2. – Ecole Aljanabandja B,
3. – Ecole Château B,
4.- Ecole Djidara.

b) - Liste des écoles privées échantillons :
1. – Ecole Askia,
2 – Ecole Soni Aliber.

c) - Liste des écoles communautaires échantillons :
(Aucune école communautaire)

d) - Liste des écoles « Medersa » échantillons :

1. – Nour Al Absar,
2. – Al Amal Islamia.

ANNEX III : Liste des écoles échantillons (Suite 17)

VI - Coordination de KIDAL :

VI.1 - CAP de Kidal :

VI.1.1 - Commune de ANEFIS :

a) - Liste des écoles publiques échantillons :

1. - Ecole publique de ANEFIS.

b) - Liste des écoles privées échantillons :
        (Aucune école privée)

c) - Liste des écoles communautaires échantillons :

(Aucune école communautaire)

d) - Liste des écoles « Medersa » échantillons :
 (Aucun Medersa)

VI.1.2 - Commune de Kidal :

a) - Liste des écoles publiques échantillons :

1. – Ecole Takallot,
2. – Ecole Tassikt,
3. – Ecole Agharouss,
4.- Ecole Aliou,
5.- Ecole Intadeyni,
6. – Ecole de Kidal III,
7. – Ecole Baye Ag Mahaha.

b) - Liste des écoles privées échantillons :
        (Aucune école privée)

c) - Liste des écoles communautaires échantillons :
(Aucune école communautaire)

d) - Liste des écoles « Medersa » échantillons :

1. – Medersa Koweit.